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ABSTRACT

This is one of the series described in SO 000 378. When the student of American History seeks beneath the surface of the Dream of the Golden Door, the story he unearths is often one of prejudice, bigotry, and quiet tragedy. For the sake of relevance, the specific objectives of this unit y are: 1) to study the student's ancestors and their struggle to adapt to a new land and institutions, experiences that shaped our physical, cultural, and moral characteristics; 2) to explore the extent, advantages, and disadvantages of assimilation within our society; 3) to develop a more accurate concept of the Black American; 4) to examine the contributions of individual Americans of different ethnic ancestry in order to develop an appreciation for the individual rather than stereotyped groups of people; and, 5) to examine our present population, and the living patterns visible in the different sections of the United States, such as city life, life in the South, and life in the West. (SBE)

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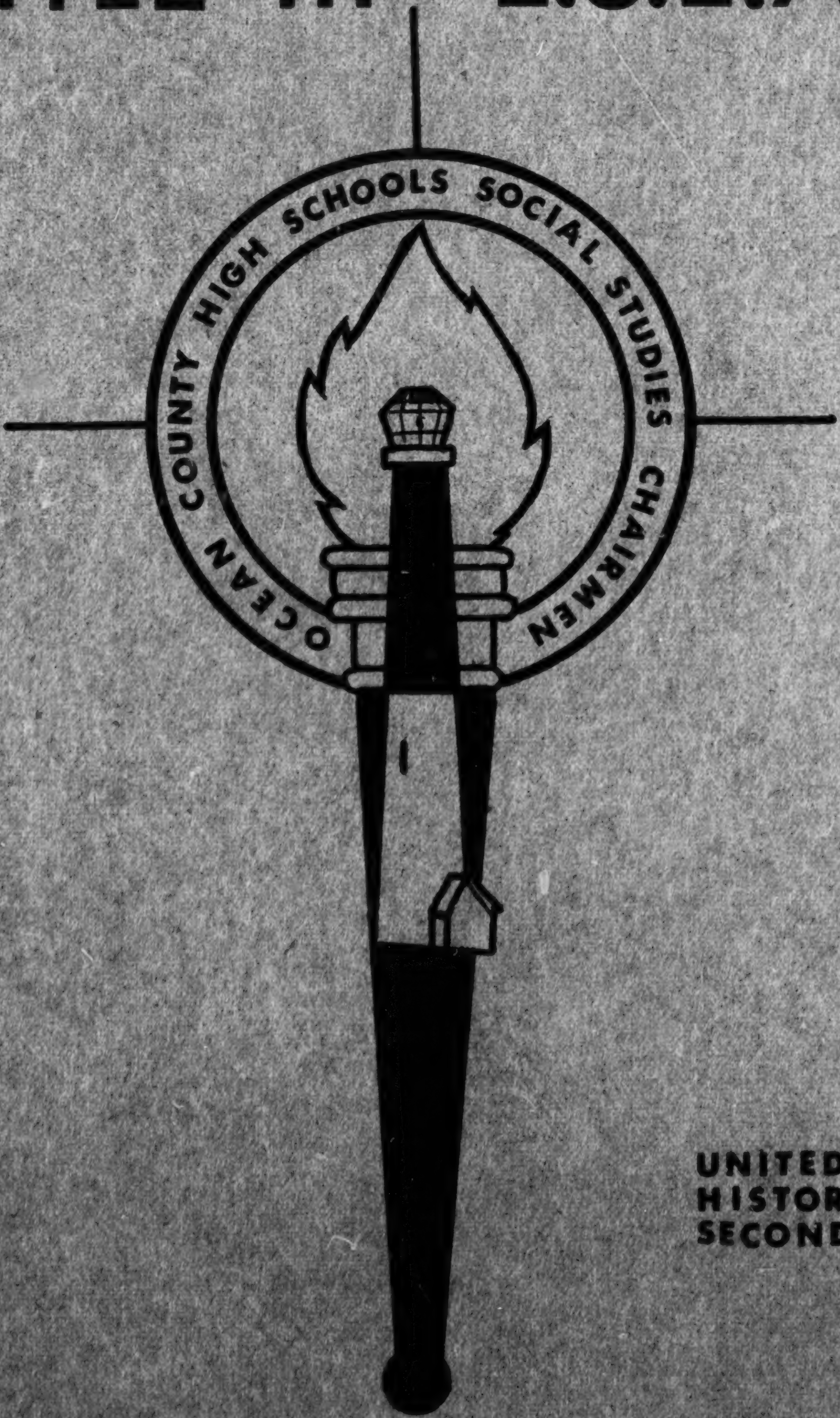
OCEAN COUNTY HIGH SCHOOLS SOCIAL STUDIES CHAIRMEN

UNITED STATES
HISTORY IN THE
SECONDARY SCHOOL

S0 000 381

AMERICAN PEOPLE

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AMERICAN PEOPLE

Prepared by

Ocean County Title III
Social Studies Project

Experimental Edition - Subject to Revision

1968

A FACILITATING ENVIRONMENT FOR
A MEANINGFUL PROGRAM IN
UNITED STATES HISTORY

Project Members

David Oxenford, Point Pleasant Beach High School, Director

Carolyn Campbell, Helping Teacher, N.J. State Department of Education
Charles Crowley, Jackson Junior-Senior High School, 1963-1968
Rosalind Gertner, Lakewood High School
Lyn Hartwick, Helping Teacher, N.J. State Department of Education, 1969
Peter Hnottavange, Southern Regional High School, 1963-1967
Peryl King, Central Regional High School
Arthur Leask, Point Pleasant Beach High School, 1969
Charles Moffett, Southern Regional High School, 1967-
David McTague, Point Pleasant High School
Robert Sparks, Brick Town High School
George White, Jackson Junior-Senior High School, 1968-
Charles Wood, Toms River High School

Consultants

Art	William King, Illustrator, Asbury Park Press
Audio-Visual	Frank Uhl, Point Pleasant High School
Curriculum	Dr. Dorothy Fraser, Coordinator of Social Sciences, Hunter College
General	Dr. Charles S. Whilden, Ocean County Superintendent of Schools, 1963-1968 William F. White, Ocean County Superintendent of Schools, 1968-
Library	Sally Gerloch, Point Pleasant Beach High School

PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

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4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

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(Also see Teacher's Guide re: Skill Development)

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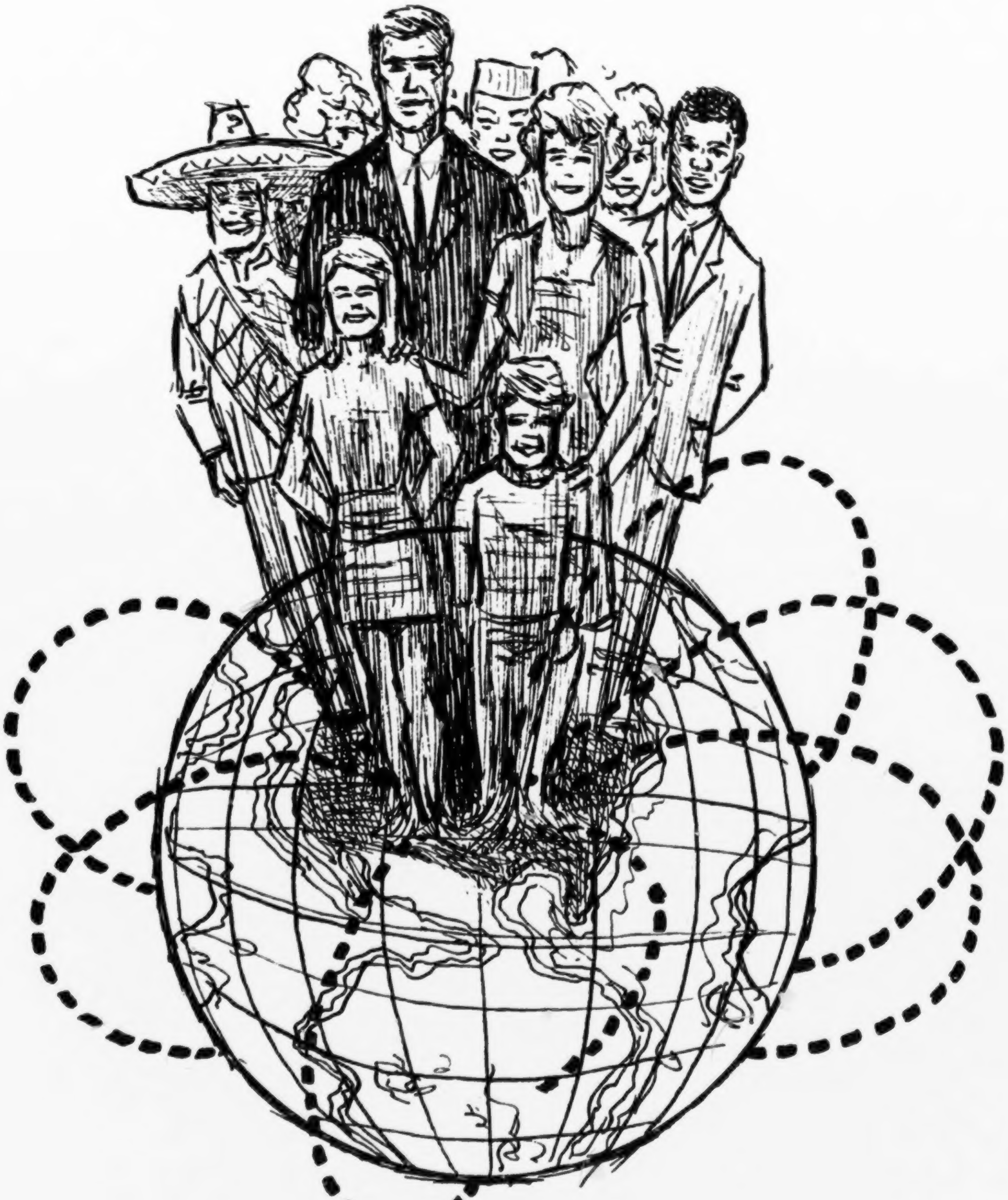

PEOPLE

AMERICAN PEOPLE

I. Overview

The story of the American people is, in its overview, a dramatic, even romantic, epic of humanity's struggle for a better life. Drawn to the shores of the Promised Land, they came in waves, motivated by natural or political upheavels in their homelands, searching for the dream the new land held out to them. For all too many that dream ended in poverty, despair, and alienation, far from the familiar scenes of home. When the student of American History seeks beneath the surface of the Dream of the Golden Door, the story he unearths is often one of prejudice, bigotry, and quiet tragedy. If relevance is to be given to the broader picture of America's settlement, and to the drama of the American people, this tragedy cannot be glossed over. It must be studied, understood, and the true meaning of the American story emerge from it. For in the final analysis the potential is more possible than anywhere else on earth.

As each new wave of immigration swept over the land it was met with alternate welcome or antagonism, frequently depending on the economic or political conditions of the moment. An early political example might be the passage of the Alien and Sedition Acts. An economic challenge to the established group was presented by the Irish Catholics who stimulated the rise of the Know-Nothings, or later on by the Orientals who Californians claim constituted a "yellow peril" necessitating the Chinese Exclusion Acts and the Gentlemen's Agreement.

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I. Overview Continued

Slowly in the wake of the abortive European political revolutions of the 19th Century, and in response to the great economic changes occuring in America one dream died and another began to be born. The personality of America's immigration changed. Encouraged by the emerging capitalists who needed cheap labor and by the lure of better living conditions the uneducated masses of Southern and Eastern Europe made their way here. The forces of Nativism once more gathered strength, and were joined by the ranks of labor who were fearful of competition from the new immigrants. New demands were made to restrict immigration lest the nature of the American people be corrupted by inferior material. Yet slowly the new millions, settling now primarily in the cities, found a place in America.

In the years immediately following The Great Fear the reaction against all involvement with Europe or all things foreign indicated by the Palmer Raids, and the many deportations, culminated in the restrictive legislation of the National Origins Act. The Golden Door closed and would not open again until America horrified by the knowledge of Hitler's carnage began slowly to change its nationalistic provincialism.

Occupying a unique position in this picture are several groups of Americans who found themselves, not by choice, but by fate, a part of the American scene. The Indians, Puerto Ricans, and Negroes faced problems different from those who came voluntarily Frequently

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I. Overview Continued

unfair laws and governmental restrictions as well as individual antipathy separated them from the American culture and helped to keep them in an inferior position.

Considering America as a nation of immigrants, the sweep of this unit is one that begins with its earliest settlement. All newcomers shared much the same problems and the story of one is largely the story of all. The story of the American Negro however stands alone in History. If we have chosen to put emphasis on the problems of Black Americans in this unit it is because we realize that we have too long refused to recognize the need for giving real meaning to our expressed idea of equality.

Each national group that came to our shores frequently succeeded in proportion to the pride they had in their past and in their mutual cohesiveness, in addition to becoming a part of the mainstream of American life. Self-identity is the key to self respect and is also a key to respect for the rights and dreams of others.

Prior to the emerging nations of Africa, the Negroes were the only Americans that had no identity with the past of which they could be proud. They rejected the image of savagery, mysticism, and inferiority that came from our previous picture of Africa. But now they look to Ghana and other new nations and begin to feel a tie to a cultural past that is worthwhile. The Jew that touchs the soil of Israel and feels at one with 5000 years of history is not unlike

AMERICAN PEOPLE

I. Overview Continued

the descendant of slaves who finds at last a background that is unique to him. The present Afro-American concept is a worthy and necessary one. "Black is beautiful" is a concept that has to be shouted aloud to give the black child an awareness of self. There is little reason for a child to learn history if he doesn't feel pride in that history and cannot identify with it. The major objective is not separativeness but an identity with a realistic past. It is true that other Americans make this adjustment in less time, but it must be recalled that this is the first generation of Blacks that have lived in so cohesive a community. Now, largely urban, and for the first time in close communication with each other, the Black finds more meaning his united voice.

His political and economic power has advanced far in a short period of time. Now he can begin on his road to losing his hyphenated identity as an Afro-American and can begin to fit into the pluristic culture of America. But first he must be certain of that identity. The image of master and servant must once and for all be lost to the Black child, for the only true integration is between equals. This is as true for the white child who must lose his preconcieved picture as well.

The Black community as others before them sees education as the crucial point in giving their children a better life, and education must help to create this ethnic cohesiveness they are striving for.

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I. Overview Continued

The objective of color blindness has disappeared and the effort to make a black child think like an individual, not a member of the Negroid race, has disappeared with it. Since this is no longer the goal, the teacher must provide realistic guidelines to this search for identity.

Ultimately, humanity transcends color, and Americans have proven in the past that the highest aspirations of humanity can be realized here. If the Black-American is not yet ready to love humanity, it may be because he doesn't yet love or appreciate himself. No people can love humanity until they learn to love themselves and to know themselves.

James Farmer quoted the Hebrew scholor, Hillel, as being most applicable to the problem:

> "If I am not for myself
> who will be for me?
> And if I am for myself alone
> what am I?
> And if not now, When?"

Americans, as they have in the past, will find a way to answer that question and bring this segment too into the drama of the American people.

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OBJECTIVES: To help students

1. Investigate the experience his forefathers had in settling America, and examine the difficulties people face in adapting to new land and institutions.

   Why? --- A study of the student's ancestors will help him understand himself and the American people since our physical, cultural and moral characteristics were shaped by these experiences.

2. Explore the twin concepts, "melting pot" and "mixing bowl", often applied to American society.

   Why? --- An exploration of the extent of assimilation as well as a study of the advantages and disadvantages of total assimilation are necessary for an understanding of the American people.

3. Develop a more accurate concept of the Black American.

   Why? --- This emphasis is necessary in teaching and learning about America because of the inadequacy of the past and present presentation of "Black America" in texts, classrooms, and institutions and because of the recent problems in race relations.

4. Examine the contributions of individual Americans of different ethnic ancestry.

   Why? --- An understanding of the many individual contributions to our nation will increase one's appreciation of his heritage. This study will also help the student see Americans as individuals rather than stereotyped groups of people.

5. Examine our present population, and the living patterns visible in the different sections of the United States.

   Why? --- Students have a tendency to accept the way of life of their immediate surroundings as the norm for America. One can gain a better understanding of his own community and the American people by studying life in other environments. By studying these people, he will be enabled to analyse sectional stereotypes and many of the misconceptions concerning the American population, such as city life, life in the South, life in the West, etc.

OBJECTIVES: (Continued Page 2)

6. Recognize the value of better relations among people in our society as more people occupy limited space.

   Why? --- An end to the present schism in our society can only occur with improved human relations. One should understand that the problem of one is the problem of all.

7. Assess the effects of various social, political and economic institutions in both the creation and destruction of ethnic and racial barriers.

   Why? --- Students should understand that the institutions of which they are a part have been created by men and therefore can be changed and improved by men.

8. Understand that even though individuals of minority groups have contributed greatly to our society, these groups as a whole have not developed their full potential for various reasons that must be examined.

   Why? --- Students should realize that the presence of prejudice in a society prevents that society from achieving its full potential.

9. Collect and objectively analyze reliable data concerning the American people.

   Why? --- Data scientifically collected and analyzed can often reveal that which otherwise is not readily apparent about our society and its problems. Also, objective data will help a student to judge more on intellect than on emotion.

III. SUGGESTED EVALUATION

A. WHAT SHOULD BE EVALUATED?

1. Student effort.

    (a) Number of sources used.

    (b) Variety of sources used.

    (c) Types of sources used.

    (d) Number of learning activities.

2. Information gained. To what extent:

    (a) Do students understand the difficulties faced by their forefathers in adjusting to their new environment and institutions in America?

    (b) Do students understand the twin concepts of "melting pot" and "mixing bowl", as applied to the United States?

    (c) Are students aware of the living patterns visible in the different sections of the United States and the variations within each section.

    (d) Do students understand the role of various social, economic and political institutions in creating and combating racial barriers in the nation?

    (e) Do students recognize the contributions of individuals from different backgrounds to modern America?

    (f) Are students aware of the paticular problems facing the black Americans?

3. Skills developed or improved. To what extent:

    (a) Are students able to collect, classify and evaluate statistical data to explore a given topic?

    (b) Are students able to apply the problem solving method and critical thinking skills to the examination of a current social problem?

    (c) Have students improve their ability to intelligently

III. SUGGESTED EVALUATION (cont'd)

evaluate sources of information?

(d) The teachers guide suggests many other areas of skill development.

4. Attitudes developed. To what extent:

(a) Are students aware that the various sectional, ethnic, and racial sterotypes have influenced their conception of the "American People"?

(b) Do students appreciate the contribution of people of different backgrounds to American society?

(c) Do students realize the value of improved human relationship to the proper functioning of society?

(d) Are students able to feel emphaty for the black American and various other minority groups at different periods of our nations history?

B. WHAT METHODS SHOULD BE USED TO CONDUCT THESE EVALUATIONS.

1. Student effort.

(a) Checklist of pupil activities - sources used, equipment used, number of learning activities, types of learning activities.

(b) Evaluation of activity reports - Evaluation of progress reports, final reports for depth of research, creativity and scope of presentation.

(c) Activity summary sheet - Written pupil reports prepared at the end of the unit to summarize all activities explored during the unit.

(d) Student Interest Survey - Evaluation of scope and depth of the student response to interest questions.

2. Information gained.

(a) Evaluation of the substance of the learning.

(b) Evaluation of the substance of the Interest Survey.

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III. SUGGESTED EVALUATION (cont'd)

(c) Objective test might be used to measure students knowledge of contributions of famous Americans, waves of immigration, history of restricted immigration legislation, sectional ethnic and racial composition of the American People, etc.

(d) Essay tests might measure students ability to understand such concepts as; "mixing bowl" and "melting pot", changing patterns of immigration, influence of prejudice, growth of the true equality of the American People, different living patterns in America, etc.

(e) Student construction of a time line might be used to evaluate student understanding of the chronology of the settlement of the United States by different waves of immigrants. A parallel time line could be constructed showing contemporary events in the mother country that may have led to their immigration.

(f) Students asked to write an essay on what life could be like for them in America if they were to have lived at the time of immigrant ancestors would reveal their understanding of minorities at another period of time.

3. Skills developed.

(a) Students given a uniform set of statistics, (such as ethnic voting patterns during a paticular election) might be asked to interpret their meaning. Students ability to analyze and evaluate data would be indicated by their report.

(b) Students assigned a specific reading dealing with a problem of prejudice might be asked to apply the techniques involved in problem solving and critical thinking (see Teacher's Guide). An evaluation of this report would indicate their ability to handle this problem.

(c) Student might be given a specific statement and be asked to determine validity. In addition they should be asked to describe the steps they followed to determine "the truth" for themselves. An analysis of this description would reveal their ability to evaluate sources.

III. SUGGESTED EVALUATION (cont'd)

4. Attitudes influenced.

   (a) A comparison of student response to the Attitude Survey at the beginning and at the end of the unit might indicate a change in attitudes.

   (b) Evaluation of the attitudes displayed by the students taking part in the simulation game, Sunshine, can use this instrument to observe attitude changes.

   (c) Class discussion will reveal some attitude changes during the unit.

   (d) Student construction of a fictional autobiography of a member of a minority group in today's society could reveal his ability to empathize with a person having a background different from his own.

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IV. LEARNING ACTIVITY - The Bulletin Board (Corridor)

A. Purpose

1. To prepare a display in order to communicate an idea or ideas that represent the American People through the use of symbols, drawings, or pictures.

2. To motivate the pupil to research themes pertaining to the American People that will communicate their thoughts to others who are not involved in the study.

3. To have the pupil develop the skill of using this means of communication.

B. Procedure

1. Introduction

   a. Discuss the use of a bulletin board as a device for influencing the attitudes of the general school populace.

   b. Review the fundamentals on what makes a bulletin board interesting.

2. Development

   a. Research available materials to find the most important themes dealing with the topic.

   b. From the list select the ideas that would make a good bulletin board.

   c. Develop various ideas of how the issue or theme could be made into an attractive display.

   d. Select the one best suited for the purpose and produce it.

3. Evaluation

   a. Have pupils evaluate the project based on the criteria of interest, interpretation, theme and value.

   b. Teacher evaluates the project on the same criteria.

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IV. LEARNING ACTIVITY - Interpretation of Graphic Information about the Negro Population

A. Purpose

1. To increase student's ability to read and interpret a graph.

2. To acquire information about the population of the U. S. today and throughout its history.

3. To increase understanding and knowledge about the Negro population in our country.

B. Procedure

1. Introduction

a. Present a table of statistics, chart or graph from the World Almanac, Census Bureau, current magazine or newspaper containing information about population employment, education, life expectancy, etc. of blacks and whites.

b. Raise questions to help students in their interpretation and understanding of the information contained:

1. How many Negroes are there in the U. S. today?
2. Is the percentage today greater than in Revolutionary times?
3. Than during the Civil War period?
4. Where in the U. S. do Negroes live?
5. Is the life expectancy of all people the same?
6. Into what income brackets do Negroes fall?
7. Is it the same for whites?
8. How many Negroes are in New Jersey?
9. Ocean County?
10. Your Community?

2. Development

a. Refer students to and help them locate sources of information presented statistically and graphically.

b. Students should select a particular graph or statistical information to study and analyze, and then present a report of their findings.

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IV. LEARNING ACTIVITY - Interpretation of Graphic Information about the Negro Population (Cont'd)

3. Evaluation

    a. Can the student interpret a graph?

    b. Did the student hold the interest of his classmates in his presentation?

    c. At what level were interpretations of the graphic material made?
        1. Simply repeating statirtics?
        2. Seeing patterns?
        3. Comparing two or more graphs?
        4. Predicting?

    d. Did the student demonstrate or express a new awareness and new knowledge of the mixed population picture in the United States?

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IV. LEARNING ACTIVITY - Attitude Survey

A. Purpose

1. To explore the wide spectrum of views held by the American people toward other Americans.

2. To help students identify their own views about Americans.

3. To examine how the student's views relate to those held by the "average" American.

4. To encourage the participants in the survey to understand why people feel as they do.

B. Procedure

1. Introduction

a. The teacher could explain the purposes and uses of an attitude survey. This could be illustrated with attitude surveys compiled by major publications such as Newsweek, U. S. News, New York Times, etc.

b. Then the teacher or students might show pictures of Americans who represent various minority groups. Pictures shown might include:
1. a Negro
2. a Jew
3. an Anglo - Saxon Protestant
4. an Irishman
5. an Indian
6. an Italian
7. an Oriental
8. a Mexican
9. a Puerto Rican

2. Development

1. Students should be asked to formulate questions with "yes" or "no" answers, that might apply to each group represented in the pictures. The teacher might give examples of generalized questions such as:
"Would you
a. object if this person lived next door to you?
b. vote for this person if he ran for high political office?"

IV. LEARNING ACTIVITY - Attitude Survey (cont'd)

2. Collect student questions and have a student committee compile them into an organized questionaire.
    a. Questions omitted, irrelevant or poorly worded should be clarified in keeping with the purposes of the activity.
    b. The completed questionaire should be divided into three columns for a "yes", "no" or "no opinion" response.

3. Questionaire should be submitted to the students.

4. Results of questionaire should be analyzed and comparisons could be made between it and other attitude surveys, as reported by major publications.

5. This questionaire could be resubmitted at the end of the unit.

C. Evaluation

1. The depth and comprehensiveness of the questionaire should be evaluated.

2. Comparisons could be made between the pre-unit attitude survey and the post-unit attitude survey.

3. Has there been an attitudinal change?

4. Has the student been able to identify his own views?

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IV. LEARNING ACTIVITY - Observation of A School in A Dominant Puerto Rican Neighborhood

A. Purpose

1. To show the efforts that have been made by our educational institutions to help the Puerto Ricans accept the dominant American norms.

2. To observe the difficulties that Puerto Ricans have in adjusting to the objectives of American education.

3. To see the problem that educators have in their attempt to help Puerto Ricans relate to the dominant American social and economic norms.

B. Procedure

1. Introduction

    a. Discuss the possible difficulities the Puerto Ricans would have in becoming a part of our dominant American society.

    b. Discuss the role of the schools located in predominantly Puerto Rican neighborhoods.

2. Development

    a. Have student make arrangements to observe classes in a school where there is a large concentration of Puerto Ricans.

    b. Have students interview the administration of the schools to find the major problems the school has in educating the Puerto Ricans.

    c. Have the student prepare a report (using any medium of communication) on the problems of school and the attempts being made to meet the needs of the Puerto Ricans.

    d. Have students make recommendations of how the school could improve its program.

3. Evaluation

    The student's presentation should be evaluated on the basis of his findings including accuracy, logic and sequential development.

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IV. LEARNING ACTIVITY - Foreign Language Newspaper Printed in the U. S.

A. Purpose

1. To have students understand that language barriers may cause people within the U. S. to be dependent on news from newspapers that are printed in their native tongue.

2. To have students realize the number and variety of newspapers that are printed within the U. S., in a foreign language.

3. To have pupils realize that newspapers printed within the U. S. in a foreign language may be a barrier in the Americanization process.

4. To have pupils realize the American foreign language newspapers serve the needs of many persons who desire to continue contact with their native country.

5. To have pupils draw valid conclusions from material researched.

B. Procedure

1. Introduction

    a. Show the students a number of different newspapers published in the U. S..in a foreign language. (These can be obtained from Hotaling's Time Square News Service, N. Y., N. Y.)

    b. Have articles from one of the papers translated into English and read same.

    c. Ask the following questions:
        1. How are these newspaper publishers able to survive in the U. S. when many of our regular newspapers have failed?
        2. What future do newspapers of this type have?
        3. What effect do these newspapers have on influencing the thought and behavior of the reader.

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IV. LEARNING ACTIVITY - Foreign Language Newspaper Printed in the U.S. (cont'd)

2. Development

   1. Have pupils collect statistics on the number and circulation of such newspapers in the U.S. and in large metropolitan areas.

   2. If possible have pupils interview a vender, a publisher, and a reader of a foreign language newspaper and ask questions related to the newspaper's purpose and influence.

3. Evaluation

   a. Evaluation should be made on the statistics secured, the information collected, and the conclusions made.

   b. Pupils should also be evaluated on the effectiveness in expressing their findings.

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IV. LEARNING ACTIVITY - Poetry (Writing and Interpretation)

A. Purpose

1. To experiment with verse as a means of communication.
2. To be able to consider some of the problems of various minority groups on a first person basis as done by Edgar Lee Masters in Spoon River Anthology.
3. To develop empathy for members of a minority group.
4. To determine the value of verse as a means of expression as opposed to prose writing.

B. Procedure

1. Introduction
    a. Ditto copies of several selections from Spoon River Anthology.
    b. Have a member of the English department explain to the class the purpose of the Anthology and the method of writing.
    c. Read or have someone with dramatic ability read the dittoed exerpts from the Anthology.
2. Procedure
    a. Discuss the effectiveness of this style of writing.
    b. Imagine how the characters would speak if they were living in a segregated community.
    c. Ask the group for suggestions as to the people they would choose to portray in order to demonstrate minority problems in the U. S. as if they were writing a modern day version of Spoon River (a segregated black community or Mexican or Indian)
    d. Assign the writing to members of the committee.
    e. When the writing is completed, plan the best way to present the project to the class. This might be by tape, by readings, or by a dramatic presentation.

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IV. LEARNING ACTIVITY - Poetry (Writing and Interpretation) (cont'd)

C. Evaluation

a. The group members could be evaluated on their ability to work together.

b. They should be evaluated on their depth of perception of the problem of minorities.

c. Evaluation would be made of their writing and presentation.

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IV. LEARNING ACTIVITY - Survey of Racial and Ethnic Organizations in Ocean County

A. Purpose

1. To discover the number of racial and ethnic groups that are represented by ethnic organizations in Ocean County.

2. To gather statistics on the population of the racial and ethnic groups in Ocean County and find the percentage that are members of the organized groups.

3. To discover the problems of racial and ethnic groups through the study of the programs or objectives of their established organizations.

4. To explore the methods these groups are planning to use in order to accomplish their objectives.

B. Procedure

1. Introduction

Discuss with the interested group of students or individuals why racial and ethnic groups feel the need to organize. Ask for the names of the organizations that have been formed by various racial and ethnic groups.

2. Development

a. Through the use of the newspapers and other sources serving the county secure news releases about such organizations.

b. When the names of the organizations have been determined, have the student write for information or interview a spokesman from the organization about their purposes, number of members, and their activities.

c. If possible, have the student attend a meeting and secure permission to tape the session.

d. Have the student report his findings to the class.

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IV. LEARNING ACTIVITY - Survey of Racial and Ethnic Organizations in Ocean County (cont'd)

3. Evaluation

   a. Evaluation should be made on the basis of statistics and information secured about the organization's purpose, problems, and attempted solutions.

   b. Pupils should also be evaluated on the effectiveness of expressing their findings.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY: Menu Sampling

A. Purpose

1. To understand that nationalities differ in many ways including eating habits and types of food eaten.

2. To become aware of the fact that the diet of a country reflects much of the country's geography and economics.

3. To draw upon experiences of members of the class, faculty, and community personnel who have lived with other nationalities or represent other nationalities.

4. To show how many of our commonly accepted foods are borrowed.

B. Procedure

1. Introduction

   a. This activity is an opportunity for the teacher to seek contributions from class members who either represent foreign cultures or have had experiences with foreign cultures. It also lends itself to correlation among social studies, foreign languages, and home economics departments.

   b. This could be introduced by showing a menu from a foreign restaurant - Chinese-American, Italian, French, etc., or a menu from a foreign ship, and asking how many would know what they might be eating if they ordered certain items on the menu.

2. Development

   a. Members of the class who represent other nationalities could describe special dishes native to their origin.

   b. A teacher who has travelled abroad might relate some of his unusual eating experiences.

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IV. LEARNING ACTIVITY: Menu Sampling (Cont'd)

c. Have the students research the types of food found in a country with whom we are currently involved in foreign affairs and show how the diet reflects its resources and economy.

3. Evaluation: Evaluation should be based on quality of research demonstrated by the menu and paper presented to class.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY: Use of Statistics

A. Purpose

1. To show how statistics may be used to make comparisons.

2. To show that statistics may be used to discover what has happened and thus may be used to project future trends.

3. To show that statistics may be used as evidence to support an assumption.

4. To develop skill in finding statistics, in the projection of same by charts, graphs, and their use.

B. Procedure

1. Introduction: Make a statement such as the following which is an assumption: "A multiplicity of tensions develop as more and more people live, and/or work on the same amount of land."

2. Development

   a. Have pupils select a large metropolitan area and secure statistics for the year 1900 and a recent year on the following: population, number of square miles, space per person, ethnic origin of its population, number of housing units, size of police force and the major problems confronting the area selected.

   b. Have the teacher secure graphs and charts to show pupils how statistics may be expressed in a compact form.

   c. Have pupils express the statistics selected in graph or chart form and draw conclusions based on their statistics to support their assumption.

3. Evaluation

   a. The teacher should evaluate the statistics for their accuracy and their expression in a chart or graph.

   b. The teacher should evaluate the conclusions for their logical relationship to the assumption made.

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AMERICAN PEOPLE

IV. LEARNING ACTIVITY: Student Forum

A. Purpose

1. To explore the role of citizens in black nations.

2. To determine the contributions of black citizens to the culture of many countries.

3. To discover to what degree black people have been successful in organizing and maintaining governments in various countries of the world.

4. To show the role black nations play in the political and economic balance of world power.

B. Procedure

1. Introduction

   a. Identify countries in the world that are predominantly black and locate them on a world map.

   b. Organize committees and have each select a black nation to study in depth.

2. Development

   a. Each committe will collect information about the nation selected.

   b. Information collected shall be presented through a forum in which students discuss the progress, contributions and role of black nations since achieving independence.

3. Evaluation: Through the use of the forum the teacher can evaluate the students knowledge of the country studied and the students understanding of the role of black citizens in that country.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Films Depicting Life of the Eskimo

A. Purpose

1. To motivate interest in the culture and problems of the Eskimos.

2. To provide variety in teaching methods.

3. To make students more aware of this segment of the American population.

B. Procedure

1. Introduction

   a. Select films such as: The Annanacks and Nanook of the North.and rent them for a sufficient enough time to adequately allow groups to review them.

   b. Provide enough background to stimulate interest and raise questions from the students.

2. Development

   a. Show films to entire class.

   b. Discuss the films with special reference to:
      1. Customs
      2. The hardships of life
      3. A comparison with their own way of life
      4. The fact that these people are also Americans
      5. How they attempt to move into modern times

   c. An interesting side light would be to compare the Armed Forces survival techniques which are taken from the traditional life pattern of the Eskimo.

3. Evaluation: A discussion might be utilized in order to have students relate to the problems and life of the Eskimo. A film critique written from the frame of a reference of an anthropologist could be assigned.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - "Sunshine" - Simulation Game On Current Racial Problems In A Typical American City - (Interact, P. O. Box 262, Lakeside, California 92040 *

A. Purpose

1. To increase student knowledge of Negro history and literature.

2. To understand the influence of prejudice.

3. To engage in an activity which will effectively change racial attitudes.

B. Procedure

1. Introduction

    a. Students take a 30 item racial attitude test.

    b. Students become familiar with material of the game.

2. Procedure

    a. Students become members of different races in a mythical city.

    b. Students research their identities.

    c. Image points are effected by various pressures.

    d. Factions present proposals for a council's actions.

3. Evaluation

    a. Test of knowledge of eighteen generalizations.

    b. Attitude test about racial relations.

    c. Essay test evaluating simulation experience.

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* "Poor Peoples' Choice" could also be used. Available from Academic Games Project, Nova H. S., 3600 SW 70th Avenue, Fort Lauderdale, Fla.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Time Line Construction (The Negro In U. S. History)

A. Purpose

1. To provide the opportunity for research into Negro history.

2. To focus attention on the contributions of Negroes in the history of the United States.

3. To help develop a sense of time and chronology in history.

B. Procedure

1. Introduction

   a. Through the use of a variety of pictures depicting activities, conditions, or contributions of Negroes at different periods of history from 1619 to the present, motivate students to think about the events of the intervening years. This may also be done by reading contemporary writings by or about Negroes.

   b. Suggest construction of a time line as a means of portraying these events in chronological order.

2. Development

   a. Teacher may review purposes and value of time lines as a means of presenting information and as a source of information. Teacher may also show examples of time lines.

   b. Plan for research by reviewing with students various sources of information available to them.

   c. Discuss the various forms the time line may take and methods of displaying it.

   d. Students should plan to discuss the time line with the class in order to point out significant accomplishments, milestones, or general contributions of Negroes in U. S. history.

3. Evaluation: The time line may be evaluated in terms of its comprehensiveness, accuracy and perceptiveness of sequence, duration and change of events in history.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY: Feature Film

A. Purpose

1. To present a well done film of some problems faced by a member of a minority group to function within the established society.

2. To encourage students to see the absence of logic whereever prejudice exists.

B. Procedure

1. Introduction

    a. Select a good full length feature film such as: To Sir With Love, Crossfire, Gentlemen's Agreement, To Kill a Mockingbird, Guess Who's Coming to Dinner, or Raisin in the Sun.

    b. Discuss with students the background of the film they are to see.

2. Development

    a. Show film to the class or committee.

    b. Following the film discuss: (If, for instance, you have shown To Sir With Love)

        (1) How did the major Negro character feel after his early contact in the new school?

        (2) Why did the whites react the way they did? Discuss major characters one at a time and then attempt to determine a group attitude.

        (3) Discuss the factors that seemed to be most important in some of the attitude changes.

    c. When questions raised indicate sufficient interest, have students go back and view film in learning center. Film should be rented for one week to allow sufficient time for large and small group use.

    d. The culminating activity could be a discussion concerning students' personal contact with some of the problems presented in the film.

3. Evaluation: In a culuminating discussion and/or written exercise, attempt to determine if students understand the film and if they exhibit a greater willingness to examine a situation before arriving at a personal opinion.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Folk Festival

A. Purpose

1. To provide an opportunity to correlate the arts, physical education, home economics, and social studies departments in a culminating activity for the unit on the American People.

2. To understand the ethnic groups of America through their music, dancing, and art.

B. Procedure

1. Introduction

   a. Play a recording of folk songs by Burl Ives and identify the national origin of some of the songs.

2. Development

   a. Select four ethnic groups either representative of your area or in which you are interested.

   b. Seek the advice of the art department, the physical education department, and the music department in determining what material is available which would help portray the culture of the group chosen.

   c. Have the students sign up for the following groups:

      1) Folk-singing

      2) Dancing

      3) Art Work

      4) Narrative

      5) Costuming

   d. With the help of the above mentioned departments have the groups prepare a show for the benefit of other social studies classes. A typical show might include the Mexican Hat Dance, an Indian ceremonial dance, songs of Black America, a display of Jewish art, a reading by Soroyon, a photographic display of the composite American, etc. A student narration should accompany the presentation.

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IV. LEARNING ACTIVITY - Folk Festival (Cont'd)

C. Evaluation:

1. Evaluate the research, the participation, and the interpretation of the performance.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Making and Interpreting Charts and Graphs Related to Immigration

A. Purpose

1. To trace the pattern of immigration into the United States.

2. To provide the opportunity for research into immigration.

3. To aid in drawing conclusions, in determining reasons, and in establishing cause and effect relationships for the pattern of immigration.

B. Procedure

I. Introduction

   a. Provide examples of different types of charts and graphs.

   b. Review with students the use of charts and graphs as a means of representing information.

   c. Determine through discussion, if charts and graphs could fulfill the above stated purposes.

2. Development

   a. Provide time for research on immigration.

   b. Have students construct charts and graphs on paper or in transparency form which reflect their research.

3. Evaluation: The teacher should review the charts and graphs for accuracy, quality, and quantity of information and the logic of conclusions drawn.

AMERICAN PEOPLE

LEARNING ACTIVITY - Panel Discussion

A. Purpose

1. To prove the validity of statement by giving specific historical references.

2. To present a logical argument verbally.

3. To understand one of the facets of prejudice.

B. Procedure

1. Introduction

    a. Read the quotation from What It Means To Be A Jew by Charles E. Shulman pp. 15-16:
    "Such well-known studies as Gustave Le Bon's The Crowd and W. Trotter's Instincts of the Herd in Peace and War reveal a major difficulty which every minority has to contend with, the dislike of the unlike."

    b. Ask students to interpret the statement.

2. Procedure

    a. Have a committee of students prepare to prove the accuracy of the statement selected as it applies to five different minority groups such as the Jew, the Italian, the Chinese, the Negro, the Indian.

    b. Have the committee present their findings to the class in a logical manner by quoting historical examples or writers by means of a panel.

    c. Have each member of the panel be prepared to be challenged by other class members.

3. Evaluation

    a. The major evaluation should be in the evidence produced by each student.

    b. Some evaluation should be on the student's ability to argue dispassionately before the class.

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AMERICAN PEOPLE

LEARNING ACTIVITY - American Ballet

A. Purpose

1. To provide an opportunity for students to study a major work by an American choreographer and to determine the segments of societal groups, occupations, or the facet of history symbolized.

2. To initiate research through individual investigation of contributors to the cultural heritage of the United States.

3. To provide an activity for the student talented or interested generally in the arts or, more specifically, in classical ballet.

4. To have students discover that American contributions to the dance have not only been the presentation of slices of typically American life but the employment of film techniques which has allowed choreographers to span unities of time, place, and action.

B. Procedure

1. Introduction

   a. Provide recordings, pictures, or a film of one of the following:
      1. Skyscrapers - John Alden Carpenter
      2. Western Symphony - George Balenchine
      3. Billy the Kid - Eugene Loring
      4. Rodeo - Agnes De Mille
      5. Fall River Legend - Agnes De Mille
      6. L'Apres-midi d'un Faune - Jerome Robbins
      7. Appalachian Spring - Aaron Copland

   b. Analyze the quotation from Denis Johnson "The Players give your play life -- the audience bring it sense."

2. Development

   a. Student selects the work he wishes to study and chooses a specific objective as suggested in the Student Activity Sheet.

   b. From the study students should attempt to discover the choreographer's intent and the period of history to be interpreted.

AMERICAN PEOPLE

LEARNING ACTIVITY - American Ballet (cont'd)

c. Student presentation may take the form of: (a) written reports; (b) performance of segments of the ballet; or (c) a taped critique.

3. Evaluation

   a. Students may be evaluated on the depth of understanding of the specific work.

   b. Evaluation would partly be based on the student's presentation of his research.

   c. Student evaluation could also be used.

AMERICAN PEOPLE

LEARNING ACTIVITY - Inter-group Relations in Hawaii via Wandering Minstrels.

A. Purpose

1. To identify the unique qualities of inter-group relations in Hawaii.

2. To recognize the heterogenerty of the ethnic composition of Hawaii.

3. To consider the problem of consistent nomenclature with so many peoples and to define "Hawaiian".

4. To make conclusions regarding discrimination on the islands and the rapid acculturation of ethnic groups.

B. Procedure

1. Introduction

a. Using a table of population by Ethnic Components at Specific Intervals raise questions regarding when certain groups immigrated to the islands, why some groups appear to disappear etc.

b. Suggest that interested students read James Michner book Hawaii for background regarding the settlement of the islands, and writings of Burrows, Hawaiian Americans and Bradford Smith, Americans from Japan regarding discrimination.

2. Development

a. Under teacher quidance have each member of the group select a specific ethnic group in Hawaii to research within the framework of questions such as the following:

1. At what period of time did the mass of these peoples migrate to the islands?
2. What were the major reasons for the migration?
3. What changes in housing, ways of living, status etc. occurred along the way?
4. What evidence, if any, of discrimination could be determined.
5. What pattern did the group follow in becoming

LEARNING ACTIVITY - Inter-group Relations in Hawaii via Wandering Minstrels (cont'd)

acculturated?

b. Listen to a recording of The Cockeyed Mayor of Kaunakakai - and plan to use this story telling technique to tell the results of your research about Hawaii.

c. Assist the students in selecting music, writing verses, and in offering suggestions for programming in order to reflect an issue of the ethnic group to be portrayed.

3. Evaluation

   a. Students presenting the verses can be judged on the depth of their study as indicated in the verses, their originality in planning, and their ability to get the ideas across to the class as a whole.

   b. The ability of class members to comprehend the issues presented can be evaluated by the teacher.

   c. Student's evaluation of how well the issues were presented can be utilized.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Minority Group Art Exhibit

A. Purpose

1. To provide an opportunity for recognition of a minority group's contributions to art.

2. To stimulate interest and appreciation of the artistic works created by artists from a minority group.

3. To determine the subjects, ideas, and the segments of American life reflected in the selected artist's work.

4. To demonstrate that art has a univerality that transends the individual.

B. Procedure

1. Introduction

    a. Invite a colleague from the art department or a speaker who has had a background in art to come in to the class and discuss well known art works and currently recognized artists who are members of minority groups.

    b. Discuss the role of art as a lasting example of any culture which spans the ages.

2. Development

    a. A student or committee should make inquiries about art works that would be available and artists who live in the vicinity.

    b. Students should be guided in order to make proper arrangements for the exhibit. Perhaps interested community groups could be invited.

3. Evaluation

    a. Students involved in the arrangements should demonstrate their understandings of the subjects and the slices of Americana portrayed by the minority group artists through the narration used to accompany the exhibit.

    b. The interest, appreciation, and interpretations, of the class should be reflected in the questions they ask or by the student reviews of the exhibit.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Protests For and Against Racial and Ethni Groups in American History

A. Purpose

1. To develop student understanding that protests have been and are an integral part of the American scene, past and present.

2. To show that protests have been organized by racial and ethnic groups for or against a wide range of issues.

3. To develop the understanding that protests have led to changes in legislation, social mores an economics.

B. Procedure

1. Introduction

a. The teacher should briefly explain how our history has been one vitally affected by protests against political actions, social and economic conditions, and alleged injustices.

b. Students could suggest how protests originate, are organized and conducted.

2. Development

a. Students are to select a past American racial and ethnic group protest and analyze it and its causes, mode of expression, activities utilized and effects on American society. Some of the many protests which students might analyze include:
1. KnowNothings
2. Ku Klux Klan
3. Black Muslims
4. Kearneyites
5. U.N.I.A. (Garvey)
6. Niagra Movement
7. Zionist
8. German-American Bund.
9. Molly McGuires
10. Revolutionary Action Movement

b. Students should analyze how these protests relate to present day issues in our society.

3. Evaluation: Charts, tapes, films and other forms of presentation should be judged as to the depth of inquiry, objectivity of approach and validity of conclusions.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Folk Songs of Ethnic Groups

A. Purpose

1. To become familiar with representative folk songs of a variety of ethnic groups.

2. To understand that music is an integral part of all cultures.

3. To study how folk songs portray something of the nature and philosophy of any given group.

B. Procedure

1. Introduction: Play a recording of Burl Ives singing American folk songs. Discuss how they are representative of various aspects of American folk life.

2. Development

    a. Have student (s) select three minority groups of America and find folk songs representative of each in the groups. (The Music Department is a valuable resource.)

    b. Student will then select the one song which he thinks is most representative of each minority group.

    c. Student will either play a recording of the songs chosen or accompany himself in his personal rendition of the song. Possibilities are *La Cucaracha*, *Cockles and Mussels*, *Pick a Bale of Cotton*, *Frére Jacques* *Kol Nidre*.

    d. Student will present with each song an explanation of how the music relates something of the culture of the people.

3. Evaluation: Consider the depth of thought and research involved whether or not the manner of presentation created interest, and if the activity helped to reduce a prejudicial attitude.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Racial and Ethnic Minority Organizations in American Today (National, State, Local)

A. Purpose

1. To show that most minority groups have formal organizations with offices, staffs, etc.

2. To discover the specific objectives of these groups and the methods they use to achieve their ends.

3. To develop the specific techniques needed in contacting a group or individual in order to acquire information about it.

4. To help the student become aware that several organizations may attempt to represent a racial or ethnic group, no one of which may be the definative voice.

B. Procedure

1. Introduction

   a. Teacher may read some conflicting minority views on a particular problem or present an issue.

   b. Question what the views of specific minorities might be on the issue.

   c. Encourage discussion on how these views might best be presented to the public.

2. Development

   a. Have the students choose a minority organization and through research such as letter, interview etc. find out their organizational structure, objectives, and the methods used to obtain them.

   b. Students make an oral - visual presentation of their organization. If possible, have two conflicting organizations within the same minority group during the same class period.

3. Evaluation

   a. The teacher should evaluate the method used in acquiring the information and its presentation and discussion.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Position Paper

A. Purpose

1. To explore the systems of reservation life for the American Indian in modern times.

2. To encourage the use of many sources of information.

3. To have a student understand the difficulty in researching and writing a paper based on one point of view.

4. To understand the term "marginal man" as it applies to the Indian on the reservation.

B. Procedure

1. Introduction

   a. The teacher may discuss with the students some of the reasons for the establishment of the reservation system, or present a picture of reservation life.

   b. Show the film *Kee Begay, Navaho Indian Boy* for background of a boy caught between two cultures.

2. Development

   a. Students will select a subject that is related to the problem of Indian reservation life today such as:

      1. The reservation system as a form of segretation.
      2. The possible loss of cultural heritage if the reservation - tribal system is abolished.
      3. The validity of maintaining reservation life in modern times.

   b. The student will determine his own view and conduct research to justify his postion.

   c. The student will present his point of view in a position paper of approximately 2,000 words.

   d. Emphasis should be placed on securing a wide variety of source material.

3. Evaluation: The position paper will serve as the basis for evaluatiing the student's knowledge of the subject.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Drama

A. Purpose

1. To gain a greater insight into the feelings and attitudes of minorities in America through the study of drama.

2. To examine how modern drama is trying to "tell it like it is."

3. To stimulate critical evaluation of drama as it relates to real life.

B. Procedure

1. Provide or assist students in securing copies of plays to be read, tapes of specific scenes, critiques, and films of plays that deal with racial or religious prejudice or about a minority group. Suggestions for specific plays are as follows:

   A. Negro: Home of the Brave, Raisin in the Sun, America Hurrah, In White America, To be Young, Gifted, and Black, The Blacks.

   B. Jewish: Awake and Sing, Abie's Irish Rose.

   C. Puerto Rican: West Side Story.

   D. Italian: Golden Boy.

2. Encourage interested students to do one of the following:

   a. Choose a scene from a play for a group "cold reading" in class.

   b. Work with students from the drama group and present an act or scene from a play for the class; follow up with discussion of the problem presented and possible solutions.

   c. Choose a scene from a specific play, read it stopping at a critical point, and complete the scene (orally or written) based on the student's interpretation of a solution. Then follow-up with reading the author's version and compare solutions.

IV. LEARNING ACTIVITY (cont'd)

d. Write an original scene or playlet based on a minority group in America.

e. Review plays of another period and report on how they reflect apparently accepted prejudices of those times.

f. Present a scene from a play for other individuals or groups to discuss or write evaluations.

g. If available at the time, preview a television play or current movie to see if it truly reflects society's affect on the minority group explored or on individual characters representing a minority group.

h. Interview members of a minority group to determine their feelings in regard to character presentations in a current play, movie, or film. Design questions in such a way that it will be possible to ascertain whether these individuals feel that the characterizations truly relate to the real life scene or not (and if not, why?).

i. Plan an interview with the author of a dramatic presentation in order to get at his true feelings toward the minority group represented. Follow through if at all possible.

3. Evaluation

a. Evaluate the critiques according to demonstration of student's insight into the feelings of members of a minority group.

b. Determine whether the student understands the problems that our social structure places upon members of minority groups by his participation in discussion or by his handling of a solution for one of the problematic activities.

c. Look for greater understanding of the emotions expressed by characters in any of the dramatic presentations.

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IV. LEARNING ACTIVITY (cont'd)

d. A student could write a simple before-after paragraph relating to how he feels his attitude toward a particular minority group has altered through this in-depth character or in-depth dramatic study or exposure.

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IV. LEARNING ACTIVITY - The Status of the American Indians in Society Today

A. Purpose

1. To become aware of the conditions under which Indians live today.

2. To become aware of the problems that American Indians must attempt to solve today.

3. To initiate research through individual investigation and prepare a paper based on this research.

B. Procedure

1. Introduction

   a. Review research paper techniques.

   b. Assist student in locating source material needed to complete this project.

2. Development

   a. Allow students time to research the topic for the paper.

   b. Students will write a paper showing evidence of research on the subject.

3. Evaluation

   a. Paper to be evaluated for content, relationship of content to topic, and organization.

   b. The paper should demonstrate evidence of varied research techniques and use of available sources.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Cartoon or tape depicting Negro views of America or Society

A. Purpose

1. To introduce non blacks to various past and present Blacks views of American society.

2. To compare and contrast Black views in order to
    - a. understand that there is no single Black view of America or Society.
    - b. understand that a person's environment affects the development of his philosophy and actions.
    - c. understand that a person's views might change during his lifetime.

B. Procedure

1. Introduction

    1. Teacher could read to students excerpts expressing black views of American society such as
        - a. Cleaver's Soul on Ice
        - b. Malcolm X, Autobiography of Malcolm X
        - c. Washington, Up From Slavery
        - d. Garvey, Philosophy and Opinion of Marcus Garvey
        - e. Wright, Native Son
        - f. Styron, Confessions of Nat Turner
        - g. Griffin, Black Like Me
        - h. King, Strength to Love
        - i. Kerlin, The Voice of the Negro, 1919
        - j. DuBois, The Souls of Black Folk
        - k. Clark, Dark Ghetto
        - l. Brown, Manchild in the Promised Land
        - m. Douglass, Life and times of Fredrick Douglass

        or

        play records which express black views of America. One might include

        Soul and Madness, Jones
        Grassroots, Malcolm X
        Africa Lost and Found,

        or

        Show cartoons or caricatures depicting Negro views of America as found in Jet, Ebony, The New Jersey Herald, The Afro-American, etc.

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IV. LEARNING ACTIVITY - Cartoon or tape depicting Negro views of America or Society

2. Development

    1. Encourage students to learn more about the views of well-known Black Americans, and prepare a presentation for the class. The report should place emphasis on the understandings listed in "Purposes" above. Presentation of the findings should take the form of cartoons, caricatures, tapes or records.

3. Evaluation

    1. Student presentations of Black views of American society should be evaluated on the basis of objectivity, depth of research and creativity.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY: Preparation Of A Family Tree

A. Purpose

1. To investigate the variety of ethnic backgrounds represented in a classroom.

2. To study and evaluate the factors causing immigration.

B. Procedure

1. Introduction

   a. Identify the ethnic origin of the names of students in the class.

   b. Lead a discussion with students to determine if any know the origins and backgrounds of their families.

   c. Locate on a map the nations represented in the ancestors of students in the class.

2. Development

   a. Have students research their family origins.

   b. Have students prepare a family tree listing as many generations as possible.

   c. Have students research the historical events of the time when their family immigrated.

   d. Display family trees.

   e. Conduct informal discussion on possible causes of immigration.

3. Evaluation

   a. Evaluate the student's understanding of the social, economic, and political events of the time the immigration took place.

   b. Evaluate student report for its depth of research, sources used, thoroughness of preperation for report, etc.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY: - Debate "The Merits of American Immigration Policy"

A. Purpose

1. To develop an understanding of our changing attitudes and resultant policy concerning immigration over the decades.

2. To determine the relationship between our immigration laws and immigration statistics.

3. To analyze the merits of our present immigration policy.

4. To develop the skill and technique of formal debate.

B. Procedure

1. Introduction

a. Teacher could show a film such as "Immigration in American History" (11 min.), present a sound filmstrip such as "Minorities Have Made America Great" play a tape, or read excerpts from A Nation of Immigrants, Immigrants All or The Uprooted.

b. Organize a debate, according to the formal rules of debating, on the resolution: "American immigration policy over the decades has been ill-conceived, illogical and bigoted."

2. Development

a. Students should research the resolution, pro or con.

b. Arguments should be presented to the class in the form of a formal debate.

c. Class should discuss the merits of the resolution and the conclusions reached by the debaters.

d. Suggestions concerning our present immigration policy could be offered legislaters in the form of a petition presented to our Congressman.

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IV. LEARNING ACTIVITY - Debate "The Merits of American Immigration Policy (cont'd)

3. Evaluation

   a. Debate might be judged on procedure, form, and conclusions by the teacher.

   b. Conclusions can be discussed by the students.

   c. Student follow up activities to the debate could be evaluated. These would include the use of
      1. community resource personnel
      2. letters to immigration officials
      3. letters sent or received from Congressmen

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Comparison of Magazines

A. Purpose

1. To acquaint students with a magazine that reflects the life and interests of the black people in the United States.

2. To compare Ebony and Life, two magazines similar in format yet serving two distinct groups of our population.

B. Procedure

1. Introduction

    a. Introduce the students to the magazines Ebony and Life.

    b. Discuss with students the format of these magazines ie. editorials, letters from the public, feature articles, news items, advertisements, etc.

2. Development

    a. Interested students will review copies of Life and Ebony issued during a recent monthly period. Compare and contrast the two magazines including things listed above plus circulation figures. By writing to the publishers students may be able to obtain circulation figures broken down for geographic areas or states.

    b. Students will prepare an oral report using sample materials from both magazines to illustrate their findings.

3. Evaluation

    a. The completeness of the report.

    b. Personal comments or thoughts about publications directed to a segment of our population.

    c. The depth of analysis of the relevant differences of the two magazines as explained in the student's report.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Jazz - An Original American Culture Form

A. Purpose

1. To know that jazz is a vital part of American Music.
2. To understand the origins of jazz.
3. To become familiar with the works of some of the leading jazz musicians.
4. To be aware of the fact that jazz is recognized as an original American culture form, and that it was a black contribution in its beginnings.

B. Procedure

1. Introduction
    a. Play for the class some records of current "soul" singers (ie: A. Franklin), and older records of gospel and blues singers (ie: Mahalia Jackson, Bessie Smith) to stimulate an interest in the origins of this music.

    b. Discuss with the class the origins of this music.

2. Development

    Have students do one of the following:

    1. Write a report on the history of jazz.
    2. Give a presentation of the history of jazz with recorded examples of each phase as they feel it might be presented by a popular disk-jockey.
    3. Do a "disk-jockey" presentation showing the origins of todays "rock" and "soul" in early Negro Jazz.

3. Evaluation: The thoroughness and originality of their presentation as to content and originality can be evaluated by the teacher and/or the class.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Student Interest Survey

A. Purpose

1. To promote student interest by involving students in the planning of the unit.

2. To discover the areas which students feel worthy of study and to form a study guide based on these areas.

3. To encourage students to be aware of the opinions of others.

4. To serve as an evaluation tool at the conclusion of the unit.

5. To encouage further student research.

B. Procedure

1. Introduction

   a. Suggest that students identify the various ethnic, racial, and cultural backgrounds represented by their own backgrounds.

   b. Students might be asked to write a paragraph describing a typical-American as seen through their eyes. These paragraphs could be discussed by the class for their similarities and differences and possible stereotypes.

   c. Allow students to examine current problems resulting from conflicts between identifiable groups of Americans.

2. Development

   a. Each student lists five important questions that he would like to see answered in the study of the topic.

   b. A student committee collects questions and, after eliminating the duplications, selects the most important for class exploration.

   c. The teacher may then organize these questions into a logical sequence and may add questions he believes are important in examining the substance of the topic.

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IV. LEARNING ACTIVITY - Student Interest Survey (cont'd)

d. The class then should discuss the questions as they progress through their study of the unit.

e. Each student prepares a written response to the questions and turns them into the teacher as a unit summary at the end of the unit.

3. Evaluation

a. Make a comparison of the kinds and depth of the questions asked by a student at the beginning of the unit with his written responses at the end of the unit.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Bulletin Board - Relevant Advertising

A. Purpose

1. To have students become aware of the lack of representative pictures from all walks of life available in current publications with which the minority groups could identify.
2. To visually demonstrate how this lack exists.
3. To consider what it must mean to live your life in a country where advertisers do not adequately recognize you as an integral part of American society.
4. To determine what factors cause this imbalance of representation.

B. Procedure

1. Introduction
   - a. Ask each student to bring in a typical magazine one would find in his home or in the library as a preliminary assignment.
   - b. Spend several minutes looking through the advertisements to see how many specifically portray American racial and ethnic groups.
   - c. Discuss with students what it would be like to live in a country where you never saw an illustration or an advertisement representative of your ethnic or racial group.
   - d. Examine the factors that determine what advertisements appear before the public.
2. Procedure
   - a. Have students prepare a bulletin board illustrating the various activites of American life in which all groups are involved in work, leisure, homes, etc.
   - b. Ask them to find pictures which would encompass all minority groups.

IV. LEARNING ACTIVITY - Bulletin Board - Relevant Advertising (cont'd)

c. If they are unsuccessful ask them to compose pictures that would present all groups.

d. Have students explain the factors that cause imbalance of representation in advertising.

3. Evaluation: The teacher would evaluate the bulletin board, the message it communicates to its viewers, and the student's interpretation of the causes.

Note: If over a period of years this lack is remedied, it might be interesting for the students to make a comparison of the magazines of two different years or to follow one major advertiser over a period of several years.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Artistic Concept of the American People

A. Purpose

1. To motivate pupils to research ideas that they could express in an "art" form.

2. To communicate the concept of the American People through the creation of an original drawing, painting or sculpture.

3. To develop an appreciation of art as a form of communication.

B. Procedure

1. Introduction

a. The instructor could invite an art teacher to review the fundamentals of the purpose of art as a means of communication and direction.

b. To discuss various works of art and interpret the ideas they express.

2. Development

a. The student should research materials on the American People to determine the concept they wish to portray.

b. He should then decide on the medium which will best lend itself to his purpose.

3. Evaluation: Have pupils evaluate the project on the criteria: interest, interpretation, theme, and value. Teacher should use the same criteria.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Use of Quotation

A. Purpose

1. To study the effects of prejudice on people through a discussion of statements made by individuals of minority groups or persons expressing opinions about prejudice.

2. To appreciate other points of view through discussion of what has been stated.

3. To show that some attitudes expressed today may be the same as those quoted from another time or culture.

4. To evaluate the effectiveness of statements made by individuals in the creation or dispelling of good will among people.

B. Procedure

1. Introduction

   a. The teacher may read a quotation about prejudice or a quotation of a person's feelings to the class. The class tries to relate the quote to events in the past or present.

   b. Some examples are:

      Arkansas
      41-808. "Person of Negro race: defined: . . "person who has in his or her veins any Negro blood whatever." (Acts 1911, No. 320, Sec. 3, p. 295)

      "Every persecuted individual and race should get much consolation out of the great human law, which is universal and eternal, that merit, no matter under which skin found, is in the long run, recognized and rewarded." Booker T. Washington

      "The only use we have for the Negro is as a laborer. It is only as such that we need him, it is only as such that we can use him. If the North wants to take him and educate him we will bid him Godspeed and contribute to his education if schools are located on the other side of the line. Forrest Pope in the Atlanta *Georgian*, Oct. 22, 1906.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Use of Quotation - (Cont'd)

"White Americans are not torn and tortured by the conflict between their devotion to the American creed and their actual behavior. They are upset by the current state of race relations, to be sure. But what troubles them is not that justice is being denied but that their peace is being shattered and their business interrupted. Charles E. Selberman "Crisis in Black & White

"To induce whites to abandon the opinion they have conceived of the moral and intellecutal inferiority of their former slaves, the Negroes must change; but as long as this opinion persists, they cannot change." De Coqueville.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Martin Luther King - 1963

"When I was the rabbi of the Jewish community in Berlin under the Hitler regine, I learned many things. The most important thing that I learned under those tragic circumstances was that bigotry and hatred are not the most urgent problem. The most urgent, the most disgraceful the most shameful and the most tragic problem is silence.

A great people which has created a great civilization had become a nation of silent on-lookers. They remained silent in the face of hate, in the face of brutality and in the face of mass murder.

America must not become a nation of on-lookers, America must not remain silent. Not merely black America, but all of America. It must speak up and act, from the President down to the humblest of us, and for the sake of the Negro, not for the sake of the black community but for the sake of the image, the dream, the idea, and the aspiration of America itself." Rabbi Joachim Prinz

"How can I love the man who raped my mother, killed my father, enslaved my ancestors, dropped atomic bombs on Japan, killed off the Indians and keepsme cooped up in the slums? I'd rather be tied up in a sack and tossed into the Harlem River first." Malcolm X

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AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Use of Quotations (cont'd)

2. Development

   a. Students can decide on the type of quote they wish to research. These may be on topic of prejudice, minority rights, or feelings expressed by a person belonging to a minority group.

   b. Students will research and collect quotations.

   c. Students can organize these quotes in a way suitable to show their meaning to us today and their importance throughout the various periods of history.

3. Evaluation

   a. Students will be asked to show the background of the quote and its meaning to the relationship of all people to each other.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Interviewing (Topic: Prejudice)

A. Purpose

1. To stimulate students to analyze prejudice.

2. To create a situation in which many sources of information and many techniques for acquiring information are used.

B. Procedure

1. Introduction

   a. Through an "on the spot" interview (by the teacher) ask ten or twelve students questions about prejudice. Try to tape the questions and answers without losing the spontaniety of the activity. Questions may include ones such as: What is prejudice? What causes a person to be prejudiced? Do you think everyone has a prejudice? How can prejudice be overcome? Is prejudice a good thing?

   b. Stimulate some discussion about prejudice after the "interview" as a means of motivating interest in this topic.

2. Development

   a. Encourage individuals or a small group to do some research on this topic and prepare to share their findings with the class.

   b. To gain information students may wish to question adults, other teenagers, and persons of various racial, ethnic, and religious backgrounds; view films and filmstrips; read both current and historic writings on the subject; read both fiction and nonfiction.

   c. Information gained should be organized and presented to the class. The student should also include his own ideas and feelings about prejudice.

   d. An individual may wish to write an essay about prejudice, its causes and its cures, and present same to the class.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Interviewing (Topic: Prejudice) (cont'd)

e. A group may present their summary of findings and their own feelings and ideas in a panel discussion before the class.

f. A script for a five minute broadcast, "A Teenager Analyzes Prejudice" could be prepared.

3. Evaluation

a. A similar interview technique as at the beginning of this study could be used. Answers to the same questions could be compared with the first set.

b. Students may be asked to write one paragraph about prejudice or to answer one particular question about it.

c. Students who worked on this activity could be asked during a certain period of time to listen for and record student's statements that indicate that they hold certain prejudices.

d. Look at the sources used by the students to determine how wisely he selected materials and persons to interview, and how diverse his sources were.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY: Case Study - First Generation Americans

A. Purpose

1. To learn that there are people in our midst who qualify as first generation Americans.
2. To develop the skill of interviewing.
3. To develop the skill of collecting and organizing material into a realistic story of an immigrant.

B. Procedure

1. Introduction

    1. Read an account of an immigrant's experience from the Public Issues Series Social Studies Project.

2. Development

    a. Using this as a guide, prepare a questionnaire that would enable you to gain knowledge about the social and economic background, the reasons for wanting to come to America, the problems faced in coming to a new country: assimilation, segregation, prejudice, etc.

    b. Select a person you know either in your family or in your neighborhood who has experienced the problems of an immigrant and interview him.

    c. Write up the interview in story form for the benefit of the class.

    d. If several students select this activity, prepare a booklet for the library.

3. Evaluation: The quality of the questionnaire, the end product, and the conclusions drawn by the student would be the basis for evaluation.

    Have the completed questionnaire submitted with the story so that there is a check on the validity of the assumptions made in the story.

AMERICAN PEOPLE

IV. LEARNING ACTIVITY - Use of Bulletin Boards to Depict American Indian Art

A. Purpose

1. To understand that the American Indian has contributed a distinct art form that has been integrated into the American culture. e.g. mod-dress, jewelry, and blanket design.

2. To understand that the Indian often expresses his religious beliefs in his art work.

3. To discover some of the interesting forms of Indian art expression.

4. To understand that Indian art and religious institutions are not monolithic but diverse and creative reflecting various tribal influences.

B. Procedure

1. Introduction

a. Have the art teacher present and explain select types of Indian art.
   1. Totem Pole
   2. Sand painting
   3. Costume design
   4. Artifact design

b. By the use of selected pictures, paintings and drawings available to the teacher discuss items listed above.

2. Development

a. Have students investigate formsof Indian art and religion as reflected in the art in the library or in the art department resources.

b. Have students select one form of Indian art and religion they wish to investigate.

c. Have students prepare a bulletin board display of their findings.

d. Have students discuss with the class the meaning and significance of their bulletin board display.

3. Evaluation: The teacher should judge the display and discussion in order to determine the student's understandings of Indian art and religion and of how it is reflected in the present day.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Bulletin Board (Corridor)

PARTICIPANTS - Groups

PURPOSE - To communicate a central theme of the American People by an arrangement of symbols, drawings, and/or pictures.

POSSIBLE PROCEDURE

1. Select a major idea or theme which you want the pupils of the school to be aware of in regard to the American People.
2. Secure permission to use a bulletin board in one of the corridors of the school.
3. Measure the size in order to determine the amount of space you will have for display purposes.
4. Discuss various ways of expressing your ideas or theme by using symbols, pictures or drawings.
5. Select the best one and implement it.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Interpretation of Graphic Information about the Negro Population

PARTICIPANTS - Class or Individual

PURPOSE -
1. To increase student's ability to read and interpret a graph.
2. To acquire information about the population of the U. S. today and throughout its development.
3. To increase understanding and knowledge about the Negro population in our country.

POSSIBLE PROCEDURE

1. Select an area of interest such as total population in the U. S., state population, income brackets, employment, life expectancy, levels of education, county population.
2. Secure the necessary statistical information and prepare a chart or graph showing same.
3. Prepare both an oral and written report with your interpretation of the facts and figures, questions raised, and comparisons. Present this report to the class.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Attitude Survey

PARTICIPANTS - Class or group

PURPOSE - To help students identify, understand, articulate and compare the views held by Americans about other Americans of minority groups.

POSSIBLE PROCEDURE

1. Teacher will explain the purposes and uses of attitude surveys.
2. A committee of students should show pictures of Americans representative of minority groups.
3. The class or groups of students will look at pictures and formulate questions which show student attitudes toward minority group Americans.
4. A group of students might compile the questions into an organized questionaire. Other questions could be added to provide depth and comprehensiveness of the questionaire.
5. Questionaire should be administered to the class.
6. Results of this questionaire could be analyzed as to the results of this questionaire and how it compares to surveys conducted by major publications depicting "average" American attitudes.
7. At the end of the American people unit, this questionaire might be resubmitted to the same population in order to determine consistency of attitudes held by the class members.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET	- Observation of A School in a Puerto Rican Neighborhood
PARTICIPANTS	- Group or individual
PURPOSE	- To see the problem that educators have in their attempt to help a minority group relate to the dominant American social and economic norms.

POSSIBLE PROCEDURE

1. Have participant or participants research the problems that educators have in helping the Puerto Rican become adjusted to American ways.

2. After research make arrangements to observe a school that is located in a Puerto Rican neighborhood.

3. Have an interview with the administration related to the problems in educating the Puerto Ricans.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Newspaper Published in a Foreign Language

PARTICIPANTS - Group, individual

PURPOSE - 1. To be aware of the number of different foreign language newspapers published in the U. S. and their circulation.

2. To understand the function they perform and their effect on the Americanization process.

POSSIBLE PROCEDURE

1. Secure statistics on the number and circulation of American foreign language newspapers published in the U. S.
2. Secure statistics on the number and circulation of American foreign language newspapers in New York City or any large city.
3. Find out the need they fulfill for the readers.
4. Draw conclusions about the influence they have relating to the Americanization process.
5. Tape interviews with the readers and publishers related to the purposes and effectiveness of foreign language newspapers.
6. Report your findings to the class.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Poetry (Writing and Interpretation)

PARTICIPANTS - Group

PURPOSE - To relate the problem of racial or ethnic minorities through verse.

POSSIBLE PROCEDURE

1. Discuss the people or groups you would choose to portray in order to demonstrate minority problems in the U. S.
2. Group chairman may assign the writing of verse as done in Spoon River Anthology to members of the group.
3. When the writing is finished, plan the way to present your work to the class by tape, reading, or dramatic interpretation.
4. Present your work to the class.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Survey of Racial and Ethnic Organizations in Ocean County

PARTICIPANTS - Class, group, or individual

PURPOSE - To be aware of the organizations representing ethnic and racial groups in Ocean County and how they attempt to serve the interests of their members.

POSSIBLE PROCEDURE

1. Secure the names of the racial and ethnic organizations in your county.
2. Through the use of the newspapers and other sources serving the county secure news releases about such organizations.
3. Secure the purposes and activities of these organizations by writing for information or interviewing a spokesman of the group.
4. If possible, make arrangements to attend a meeting and tape (with their permission) the spokesman and discussion.
5. Visit your county Clerk's office to find out how you can secure any additional information needed.
6. Report your findings by using charts, graphs, tapes, or in narrative form. News releases, pamphlets, or any printed information may be included in your report.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Menu Sampling

PARTICIPANTS - Individual or group

PURPOSE - To promote a better understanding of different customs and traditions as shown in the foods of various countries.

POSSIBLE PROCEDURE

1. Bring in a foreign recipe used in your home with a comment on its origin and put it on a ditto master. Duplicate these for a recipe book.
2. Visit local restaurants and secure copies of their menus. List all foods of foreign origin.
3. Research foods that are in common use in the United States that we are forced to import.
4. With the help of the home economics department prepare samples of foreign foods and bring these dishes to class.
5. Explore more deeply the customs, traditions and behavioral patterns of this nation for the rest of the class by presenting an accompanying oral and written report.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Use of Statistics

PARTICIPANTS - Individual or group

PURPOSE -

1. To gather meaningful statistics to examine a problem.
2. To interpret statistics gathered as the basis for understanding a problem.
3. To be able to demonstrate in chart and graph form these statistics for benefit of others.

POSSIBLE PROCEDURE

1. Formulate an assumption such as: "A multiplicity of tensions develops as more and more people live, and/or work on the same amount of land."
2. Select a large metropolitan area and secure statistics from the year 1900 and a recent year on the following: population, number of square miles, land space per person, ethnic origin of its population, number of housing units, size of police force and the major problems confronting the area selected.
3. Make a comparison of statistics in chart or graph form.
4. By using the statistics draw conclusions to support your assumption.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Student Forum

PARTICIPANTS - Committee

PURPOSE - To explore the role of black people in countries other than the United States and to evaluate the position of black people in the world family of nations.

POSSIBLE PROCEDURE

1. Select a predominantly black nation to study.
2. Each committee will collect the following information about the nation selected:
    a. The rights and privileges of its citizens.
    b. The standard of living of the majority of its citizens.
    c. The relative distribution of wealth.
    d. The education status of its citizens.
    e. How minorities are treated.
    f. The political structure.
    g. Cultural heritage.
    h. Resume of its history.
    i. Progress since independence.
3. Research may be conducted by:
    a. Securing films that depict life and society.
    b. Visiting the U.N. or securing information pertaining to the role of black countries in world politics.
    c. Writing to selected embassies to request information about the culture of black countries.
    d. Using at least three references in the library.
4. Conduct a forum in which the information gathered is presented to the class. Format for the presentation of information may be changed to suit the committee.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Films Depicting Life of the Eskimo

PARTICIPANTS - Class

PURPOSE - To motivate interest in the culture and problems of Eskimo.

POSSIBLE PROCEDURE

1. Secure the films: The Annanacks and Nanook of the North.
2. Acquire a background for the film through:
   a. Research in library
   b. Discussion in class
3. Discuss the major ideas expressed in the film.
4. Discuss the value of presenting information about ethnic and racial groups through the use of motion pictures.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Sunshine - Simulation Game or Racial Attitudes.

PURPOSE - Investigate the problems in race relations in the United States. To engage in an activity which will increase your understanding of prejudice.

PROCEDURE

1. Anonymous test on racial attitudes should be taken.
2. Students taking part draw an I. D. card assigning an ethnic background.
3. Research of history and literature to help examine identity.
4. Pressure cards influence assumed self image.
5. Factions present proposals to simulate council to effect change in conditions.
6. Post test of attitudes as well as evaluation of information gained will be given at the end of game.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Time Line Construction
(The Negro In U. S. History)

PARTICIPANTS - Individual, small group

PURPOSE - To develop the skill of using a time line to show, explain and interpret history.

POSSIBLE PROCEDURE

1. Do research to secure information on significant accomplishments, milestones, or general contributions of Negroes in U. S. history.
2. Select material and information to prepare time line.
3. Prepare and display the time line.
4. Be prepared to discuss and explain information portrayed on the time line.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Feature Film

PARTICIPANTS - Committee or Class

PURPOSE - To point up the illogic of prejudice.
To present through a film the problems a minority group member faces when he confronts the established society.

POSSIBLE PROCEDURE

1. Acquire a background for the film to be seen through:
    a. Investigation of that period in history.
    b. Examination of the reviews of the picture.
2. View film.
3. Discuss the major ideas presented in the film.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Folk Festival

PURPOSE - To develop a greater understanding of ethnic groups in America through a study of their music, dance, and art. To prepare and present a folk festival to another social studies class (or any interested audience) as the culminating activity of the American People Unit.

PARTICIPANTS - Entire Class

PROCEDURE

1. As a class select some ethnic groups either representative of your local area or in which you are interested.

2. Decide in which of the following areas each student wants to work:

    a. Folk singing

    b. Dancing

    c. Art

    d. Narration

    e. Costuming

3. Seek information and help from the art, physical education, and home economics departments. You may also wish to contact members of the ethnic groups you have chosen to study.

4. Prepare and present a folk festival program. A typical show might include the following kinds of things: an Estonian folk dance, an Indian ceremonial dance, songs of Black Americans, a display of Jewish art, a folk tale or story of the White Russians, a display of musical instruments of Puerto Rico, a photographic display of the composite American. This should be accompanied by a narration.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Making and Interpreting Charts and Graphs related to Immigration

PARTICIPANTS - Individual or group

PURPOSE - To trace the pattern of immigration to the United States and to determine reasons for this pattern.

POSSIBLE PROCEDURE

1. Gather statistics concerning the number of immigrants into the United States from our beginning until the present. Ten year intervals may be used.
2. Prepare charts or graphs on paper or on transparencies to depict statistical information.
3. Through research and/or discussion explore possible reasons for depicted information. These might include:
    a. Immigration legislation
    b. Conditions in Europe
    c. Immigration restrictions
4. Several charts or graphs may be prepared for comparison of information.
5. Draw conclusions based on research and comparison of information obtained. Present this to the class.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Panel Discussion

PARTICIPANTS - Group

PURPOSE - To prove by historical references or valid quotations the truth of a statement and to present such evidence in a logical verbal argument.

POSSIBLE PROCEDURE

1. Interpret the following quotation from What It Means To Be A Jew by Charles E. Sholman.
   "Such well-known studies as Gustave Le Bon's The Crowd and W. Trotter's Instincts of the Herd in Peace and War reveal a major difficulty which every minority has to contend with, the dislike of the unlike."

2. Through research in historical texts or biographies, prepare a logical defense for the truth or falsity of the above statement as it applies to a specific minority such as the Jew, the Italian, the Chinese, the Negro, the Indian. (Each member of the group will select to represent a different minority.)

3. When the research is finished, as a member of a panel you will present your individual case.

4. Be prepared to defend your stand.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - American Ballet

PARTICIPANTS - Class, group or individual

PURPOSE
- To examine the American as presented in the classical ballet
- To examine the American contribution to the classical ballet

POSSIBLE PROCEDURE

1. Select a ballet suite such as one of the following:
   a. Skyscrapers
   b. Western Symphony
   c. Billy the Kid
   d. Rodeo
   e. Fall River Legend
   f. L'Apres - midi d'un Faunce
2. Secure background information by:
   a. Reading reviews of the ballet selected for background information.
   b. Listening to a recording of the ballet.
   c. Attending a performance if possible.
   d. Researching the historical scene.
   e. Determining the societal groups or the facets of America presented by the choreographer.
3. Prepare a presentation for the class such as:
   a. Selection of segments to present to the class with a commentary of the interpretation of each segment.
   b. A report of American ballet with its unique contributions to the art form.
   c. A written editorial on the reasons for the increased interest in ballet in the country.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Inter-group Relations in Hawaii via Wandering Minstrels

PARTICIPANTS - Group or Individual

PURPOSE - To examine the unique qualities of inter-group relations in Hawaii and to recognize the heterogeneity of the ethnic composition.

To consider the problem of consistent nomenclature and to make conclusions regarding discrimination on the islands.

POSSIBLE PROCEDURE

1. Study population tables of ethnic components.

2. Select one ethnic group to research historically considering each of the following:
    1. At what period of time did the mass of these people migrate to the islands?
    2. What were the major reasons for the migration?
    3. What pattern did the group follow in becoming acculturated?
    4. What changes in housing, way of living, status etc. occured along the way?
    5. What evidence, if any, of discrimination could be determined.

3. Identify specific issues or areas of concern you wish to portray following research through the story-telling approach with music.
    a. Listen to a recording of The Cockeyed Mayor of Kaunakakai, - and plan to use this story telling technique to tell the results of your research about Hawaii.
    b. Develop a story and transfer it to verse.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Minority Group Art

PARTICIPANTS - Individual or Group

PURPOSE - To provide an opportunity for recognition of the artistic contributions of a minority group to American culture.

POSSIBLE PROCEDURE

1. Research and inquire at local art studios to secure contacts for the exhibit.
2. Write and/or contact persons who may be willing to exhibit or who could assist in providing paintings, pieces of sculpture etc.
3. Make the necessary housing arrangements and prepare background information for the class in regard to the artists, the works of art on exhibit and the subjects of the works.
4. Arrange for other classes or for members of the community to attend.
5. If possible, arrange for some of the artists to discuss their works with the class.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Protests For or Against Racial and Ethnic Groups in American History

PARTICIPANTS - Individual or group

PURPOSE -

1. To gain a better understanding of the protests. The issues and effects of protests on American society.
2. To foster the understanding that protests are and have been an integral part of the American scene.

POSSIBLE PROCEDURE

1. Select one of the protest groups or issues that has been protested.
2. Analyze the protest group as to its origin, development, activities and subsequent consequences.
3. Analyze how these protests relate to present day issues.
4. Relate the findings to the class through charts, tapes, films or discussion groups.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Folk Songs of Ethnic Groups

PARTICIPANTS - Individual or group

PURPOSE - To become familiar with folk songs of a variety of ethnic and racial groups.

To understand that music is an integral part of all cultures.

To study how folk songs portray something of the nature and philosophy of any given group.

POSSIBLE PROCEDURE

1. Select several racial or ethnic groups in America in which you are especially interested.
2. Through research in the library or with the aid of the Music Department find a song that is representative of each group.
3. Present these songs to the class either by means of a recording or by a personal rendition. With each song there should be an explanation of how that particular song depicts some aspect of the culture of that group.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Racial and Ethnic Minority Organization In America Today (National, State, Local)

PARTICIPANTS - Individual or group

PURPOSE - To show that most minority groups have formal organizations and how you would go about investigating one of them.

POSSIBLE PROCEDURE

1. Secure the names of racial or ethnic organizations in the nation and see if there is a local chapter.
2. Through research such as letter or personal interview find out about one of the organizations' structure, objectives, and the methods used to carry out its work.
3. Make arrangements to attend a meeting and take notes or tape it (with permission) for later edited presentation to the class.
4. Present your findings to the class using charts, tapes, pamphlets etc.
5. Attempt to give your report the same day someone else gives a report on an organization within the same minority group in opposition to yours.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - A Position Paper

PARTICIPANTS - Individual

PURPOSE - To explore the system of reservation life for the American Indian in modern times.

POSSIBLE PROCEDURE

1. Identify basic United States government policy toward the American Indians.

2. Examine the controversies and opinions relative to these policies.

3. Select a topic and the point of view you wish to defend through research such as:

    a. - The reservation system as a form of segregation.
    b. - The possible loss of cultural heritage if its reservation - tribal system is abolished.
    c. - The validity of maintaining reservation life in modern times.

4. Research the topic to select material valid to your position.

5. Write a position paper of approximately 2,000 words to defend your point of view.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Drama

PARTICIPANTS - Class, group, individual

PURPOSE - 1. To examine and review plays written about or by members of a minority group in order to better understand the inner feelings of these individuals.

2. To examine how modern drama "tells it like it is" in relating to real life situations.

POSSIBLE PROCEDURE

1. Select one of the following and adapt it to available presentations or to your specific interest:

    a. Choose a scene from a play for a group "cold reading" in class.

    b. Work with students from the drama group and present an act or scene from a play for the class; follow up with discussion of the problem presented and possible solutions.

    c. Choose a scene from a specific play, read it stopping at a critical point, and complete the scene (orally or written) based on the students' ideas for a solution. Then follow-up with reading the author's version and compare solutions.

    d. Write an original scene or playlet based on a minority group in America.

    e. Review plays of another period and report on how they reflect apparently accepted prejudice of those times.

    f. Present a scene from a play for other individuals or groups to discuss or write evaluations.

    g. If available at the time, preview a television play or current movie to see if it truly reflects society's affect on the minority group explored or on individual characters representing a minority group.

    h. Interview members of a minority group to determine their feelings in regard to character presentations in a

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - DRAMA (Cont'd)

current play, movie, or film. Design questions in such a way that it will be possible to ascertain whether these individuals feel that the characterizations truly relate to the real life scene or not (and if not, why?).

i. Plan an interview with the author of a dramatic presentation in order to get at his true feelings toward the minority group represented. Follow through if at all possible.

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STUDENT DIRECTION SHEET - The Status of the American Indians in Society Today

PARTICIPANTS - Individual

PURPOSE - To research the place of the American Indian in contemporary America society.

POSSIBLE PROCEDURE

1. Research the topic.
2. Write a paper that presents the ideas you have researched. Show evidence of as many varieties of source material as possible.

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STUDENT DIRECTION SHEET - Cartoon or tape depicting Negro views of America or Society

PARTICIPANTS - Individual or group or class

PURPOSE -
1. To introduce non-blacks to past and present Negro leaders' views of American Society.
2. To determine what changes in views have occured over the years.
3. To determine what role environment has had in the formulation of a Blacks philosophy.

POSSIBLE PROCEDURE

1. Research the views relative to American society held by famous Negroes past and present.

2. Make a tape, play a record or draw a cartoon which accurately reflects a Black person's view of America.

3. Present edited materials to class and allow time for discussion.

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STUDENT DIRECTION SHEET - Preparation Of A Family Tree

PARTICIPANTS - Individual

PURPOSE - To explore the various reasons contributing to immigration and to investigate the variety of ethnic backgrounds represented in the class.

POSSIBLE PROCEDURE

1. Research the ethnic origins or your family.
2. Prepare a family tree listing as many generations as possible.
3. Determine the times of family's immigration to the United States.
4. Research the social, economic, and political conditions of the country of origin at the time of immigration.
5. Present a report indicating the conditions of the country of origin and those of the United States at the time initial immigration took place,.
6. Evaluate possible causes of immigration.

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STUDENT DIRECTION SHEET - Debate: The Merits of American Immigration Policy

- Resolved "American immigration policy over the decades has been ill-concieved, illogical, and bigoted"

PARTICIPANTS - Group of 5, 2 pro, 2 con, and a chairman

PURPOSE - 1. To study the changing immigration policy of the United States.

2. To analyze the rationale of our present immigration policy.

POSSIBLE PROCEDURE:

1. Select the material which will support your position.
2. Familiarize yourself with your opponents major arguments.
3. Present your position to the class following the procedure of a formal debate.
4. Have class evaluate form and conclusions reached by debaters on an acceptable debate evaluation form.

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STUDENT DIRECTION SHEET - Comparison of Magazines

PARTICIPANTS - Individual or Group

PURPOSE - To acquaint students with a magazine that reflects the life and interest of the Afro-American and to draw a comparison with a predominately white publication.

POSSIBLE PROCEDURE

1. Review several copies of Ebony and Life published in the same month.

2. Write to the editors of the magazines and ask for information about their circulation figures and a breakdowm to indicate circulation in geographic areas.

3. Compare and contrast the two magazines as to editorials, letters to the Editor, feature articles, news items, advertising, circulation, etc.

4. Report your findings to the class using sample materials from both magazines.

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STUDENT DIRECTION SHEET - Jazz

PARTICIPANTS - Individual or Group

PURPOSE
- To examine the history of jazz as an American art form.
- To see the origins of today's music in early jazz and to make students aware of this contribution of black Americans.

POSSIBLE PROCEDURE

Do one or more of the following:

1. From books and record anthologies prepare a history of jazz in America for presentation to the class.

2. From the same sources select one area of jazz for a fifteen minute taped disk-jockey type of presentation. Such areas as: Dixeland, St. Louis and Chicago Style, Big Band Swing, Blues, Progressive or BeBop, Small Combo, Soul, could be used.

3. Prepare a record program showing the relationship of old plantation work songs, spirituals, and gospel music to todays "soul" music.

4. Present a narrated program showing a typical Negro New Orleans funeral using the styles of music played. (Include the history of the song "When the Saints Go Marching In")

5. Biographies of Jazz greats: Read a biography and present oral or taped highlights of the person's life and play selections of his music. Such personalities as: Louis Armstrong, Duke Ellington, Count Basie, W. C. Handy, King Oliver, Billie Holiday, Bessie Smith, Charlie Parker etc. could be used. Contact the person himself, if he is accessible. This would prove valuable and might provide interesting sidelights.

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STUDENT DIRECTION SHEET - Student Interest Survey

PARTICIPANTS - Class

PURPOSE - To give you an opportunity to suggest topics of interest in our study of the American People. These topics, your learning activity reports, and the material explored during the unit will help form the basis of our study of this unit.

POSSIBLE PROCEDURE

1. Read the overview of the unit.
2. Explore materials that you might use in order to provide an initial background for your study of the unit.
3. List five questions that you would like to examine during your study of the unit.
4. A committee will compile the most important of the questions in the form of a study guide.
5. A written response to the questions will be handed in by each student as a summary at the end of the unit.

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STUDENT DIRECTION SHEET - Bulletin Board - Relevant Advertising

PARTICIPANTS - Individual or Group

PURPOSE - To illustrate the lack of pictures representative of racial and ethnic groups available in current magazine advertising.

POSSIBLE PROCEDURE

1. Plan a bulletin board illustrating the various activities of American life in which all groups are involved (work, leisure, homes, etc.).
2. Find pictures in magazines which would develop your plan.
3. If such pictures cannot be found create some and complete the activity.
4. Analyze the factors that cause an imbalance of representation in advertising.

AMERICAN PEOPLE

STUDENT DIRECTION SHEET - Artistic Concept of the American People

PARTICIPANTS - Individual or group

PURPOSE - To develop the skill of communicating by using art.

POSSIBLE PROCEDURE

1. Through research, find a major idea or theme you could express through the creation of an original drawing, painting or sculpture.
2. Make a sketch of your idea and make an appointment with the Art teacher to see if it can be executed.
3. Select the best art form that is practical for you to do.

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STUDENT DIRECTION SHEET - Use of Quotations

PARTICIPANTS - Individuals - groups

PURPOSE - To help you evaluate the thoughts and ideas of persons of minority groups and to evaluate ideas expressed about prejudice by persons throughout history.

POSSIBLE PROCEDURE

1. Decide on the type of quotation you wish to collect
    - a. Thoughts by minority group members
    - b. Thoughts by the majority about the minority
    - c. Thoughts about prejudice
2. Collect quotations
3. Research the background of each quotation.
4. Arrange quotations in a meaningful way.
5. Present your findings to the class.

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STUDENT DIRECTION SHEET - Interviewing (Topic: Prejudice)

PARTICIPANTS - Individual or group

PURPOSE
- To stimulate exploration of a topic in depth.
- To increase one's skill for gathering information.
- To analyze prejudice: what it is, what causes it, where it is found, how it can be overcome.

POSSIBLE PROCEDURE

1. Replay the tape made by your teacher and fellow students during the interviews to see how students replied to questions about prejudice.

2. Explore this topic in depth through audiovisual materials, current and historic writings, fiction and nonfiction, questioning of adults and teenagers, talks with persons of various minority groups.

3. Record all sources of information that you use.

4. Present your findings and thoughts to the class through an essay, panel discussion, a five minute taped "broadcast" for radio, or any other means you desire.

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STUDENT DIRECTION SHEET - Case Study - First Generation Americans

PARTICIPANTS - Individual or group

PURPOSE - 1. To learn that there are people in our midst who qualify as first generation Americans.

2. To develop the skill of interviewing.

3. To develop the skill of collecting and organizing materials into a realistic story of an immigrant.

POSSIBLE PROCEDURE

1. Select a person you know either in your family or in your neighborhood who has experienced the problems of immgrating to a new country.

2. Prepare a list of questions that would enable you to know their social and economic background, their reasons for wanting to come to America, their problems in finding housing, jobs, and acceptance in their new home.

3. Write up the results of your questioning in story form. Have the completed questionnaire and the story dittoed and given to the members of the class. If several students are participating in this activity, the results could be compiled into a booklet for the benefit of future classes.

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STUDENT DIRECTION SHEET - Use of Bulletin Boards to Depict American Indian Art

PARTICIPANTS - Individual or group

PURPOSE -

1. To understand that the American Indian has contributed a distinct art form that has been integrated into the American culture, e.g. mod-dress, jewelry, and blanket design.
2. To understand that the Indian expresses his religious beliefs in his art work.
3. To discover some of the interesting forms Indian art takes.
4. To understand that Indian art and religous institutions are not monolithic but diverse and creative reflecting various tribal influences.

POSSIBLE PROCEDURES:

1. Investigate in the library, art department, or through other sources, the various aspects of Indian art and religion.
2. Select the areas of Indian art you are interested in.
3. Gather materials to construct your bulletin board display.
4. Prepare your discussion for the class related to your display.

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V. SUGGESTED CONTENT GUIDE

I. The Issues of Race.

  A. Definitions and concepts.

    1. The "Ethnic group".

    2. The meaning of "minority".

    3. The nature of prejudice and discrimination.

    4. The dynamics of racial conflict.

  B. The nature of Racial superiority.

    1. A by-product of the industrial revolution.

    2. The pseudo-scientific racial beliefs of the 19th century.

      a. Racism is most prevalent in Europe and America at height of Imperialism.

      b. Assumptions are made that conquered countries had no history worth investigating.

II. Who are the "American People?"

  A. The ethnic diversity of colonial and anti-bellum United States.

    1. Early migration to United States largely northern European.

    2. Difficulties faced by early settlers.

    3. The Alien and Sedition Acts.

    4. Massive immigration changes the land.

      a. Five million come between 1820-1860.

      b. The arrival of "The Catholic - Horde" brings early demands for restriction.

    5. The nativism of the Know Nothings.

V. SUGGESTED CONTENT GUIDE (Cont'd)

B. Post-Civil War immigration

1. The "New Immigrant"

a. Where did he come from?

b. Why did he come?

c. Where did he settle?

2. Ethnic diversity of the new wave

a. The southern and eastern Europeans

b. The Italians

1. Religion

2. Occupations

3. Family and community influences

c. The Jews

1. Family and community influences

2. The economic base

3. Education as a ladder from the ghetto

d. The Irish

1. Religion

2. The democratic party

3. Urbanization and the political ladder

e. The Orientals

1. Building the railroads

2. West coast settlement brings fear of the Yellow Peril

3. Japanese in second World War

AMERICAN PEOPLE

V. SUGGESTED CONTENT GUIDE (Cont'd)

C. Americans by law, not choice

1. The Indians

a. History of tribes

b. The Indian wars

c. The reservations

d. The Dawes Act

e. Present Conditions

2. The Puerto Ricans

a. The island culture

b. The migration north

c. The family and community

d. Low income, the ghetto, and mobility

3. The Negroes (See attached section)

a. Slavery

b. Post-Civil War South and Growth of Jim Crowism

c. Urbanization

III. Immigration: Democracy's Dilemma

A. Contradicting Philosophies

1. The theory of the Golden Door

2. Stemming the tide

3. The position of the labor unions, the industrialists, and the political leaders.

B. Assimilation

1. The melting pot

2. The mixing bowl

3. The theory of the third generation

V. SUGGESTED CONTENT GUIDE (Cont'd)

- C. Immigration Laws
    1. Chinese Exclusion Act and the Gentlemen's Agreement
    2. National Origins Act
    3. McCarren Walters Act
    4. Present day legislation
    5. Special Legislation on Refugees
- D. Contributions of ethnic groups
    1. Science
    2. The Arts
    3. Government
    4. Religion
    5. Sports

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V. SUGGESTED CONTENT GUIDE - AFRICAN HISTORY

The focus on Black Heritage is one of particular relevance for our society. Another time - another place, and the emphasis might rightly have been put on the Irish in Boston, the Jewish, ghettos of New York City, or the rising tide of anti-catholicism in America. However, other ethnic areas may be enlarged upon and studied in depth if the students feel it is of particular importance to them.

I. Africa, The not-so-dark continent

  A. Geography

    1. Size - as large as the U.S., Western Europe, India and China together - one-fifth of the world's land mass.

    2. Coastline is regular and good harbors are few. Periphery and interior plateau are both difficult to penetrate.

    3. Less than 10% of the total land is arable.

    4. Important depository of raw materials makes it the greatest potential source of wealth in the world.

  B. Language

    1. There are over 700 main languages spoken there.

    2. 200 - 300 of these have been given written form in recent years.

    3. Only three achieved written form before coming of the white man - Amharic, Tamachek, and Vai.

  C. Traditional History

    1. Oral evidence

      a. Myths and legends repeated even today

      b. Professional class of minstrels, drummers, and praise singers.

V. SUGGESTED CONTENT GUIDE

AFRICAN HISTORY - (Cont'd)

1. Repeat dynastic or epic poetry
2. Recite traditonal history of each nation
3. Quantity of such material is large

2. Written and scientific evidence.
    a. Largely by early explorers, administrators and traders
    b. Anthropologists evidence
    c. Little research prior to Iron Age. African History begins with fall of Rome in north and exploration of Iron Age in south.

3. Review of Written History
    a. Egypt
    b. Rome (North West Africa)
    c. East Africa earliest evidence 110 A.D.
    d. Arab writers records 10 - 13th century
    e. Continuous records from 15th century
    f. After Portuguese voyages some information from all coasts are recorded.

4. Slave Traders
    a. Rarely penetrated inland
    b. Professional interest in political changes

5. Literate Africa
    a. Christians and Muslims translated Bible and Koran
    b. Africans used Arabic As west used Latin
    c. Swahili and Hausa developed prior to colonial period

V. SUGGESTED CONTENT GUIDE

AFRICAN HISTORY - (Cont'd)

II. Periodization in African History

    A. From Egyptian Era to 1500

        1. Northern and eastern Africa, in close communication with western civilizations, follows a similar pattern of development.

        2. Southern Africa's progression of technological change much slower.

        3. Islamic period generally held from 700 - 1500 A.D.

            a. Medieval Era sees ancient Sudan empire at its peak - Ghana 10-13th century, Mali 13th century, and Songhay 15-16th century

            b. Nomadic raiders destroy Ghana and Maghrit Empires

    B. The European Period

        1. Present but not dominant 1500 -1800

        2. 1800 - 1880 transition period between slave trade contact and conquest

        3. The Colonial period 1880 - 1960

III. The Black Experience in America

    A. Colonial Period

        1. Early Negro Plays an integral role in American society.

        2. Institutions take shape around his presence

        3. Indentured servitude and slavery indicate two ways of life for Negroes

        4. Argument over wording of Declaration points up early consideration of the issue.

    B. The Institution of Slavery

        1. The Trade

        2. Life in Bondage

        3. Conflicting philosophies

V. SUGGESTED CONTENT GUIDE

AFRICAN HISTORY - (Cont'd)

4. Political implications

5. Slave Revolts - The Meaning of Not Turner

6. The Negro and The Civil War

C. The Post-Civil War Era

1. A close look at Reconstruction - "A Tragic Era" or an empty promise?

2. The Corrupt Bargain of 1877

3. 1880 - 1900 The slow growth of Jim Crowism

    a. Lynching

    b. Poll Tax

    c. "Separate But Equal"

4. The Kan again

5. The Negro in America's Wars

D. The Post-World War II Era

1. A new idea takes root

2. The 1954 Supreme Court Decision

3. The "Revolution" of 1960

4. Block militancy

5. Urbanization

    a. Ghetto Problems

    b. Cohesive enviornment

    c. Patential political power

    d. Economic structure

6. And now tomorrow

AMERICAN PEOPLE

VI. Suggested Resources

A. Bibliography

1. Non-fiction - General and Specific

Adams, J. T. Epic of America
Allen, F. The Big Change
Allport, G. Nature of Prejucice
Ames, H. The Negro Struggle for Equality in the Twentieth Century
Andrews, E. The People Called Shakers: a Search for the Perfect Society
Aptheker, H. A Documentary History of The Negro People in the U. S.
Association for the Study of Negro Life and History. International Library of Negro Life (10 vols.)
Baez, J. Daybreak
Bailey, T. American Pageant
Baldwin, G. How Indians Really Lived
Baldwin, J. The Fire Next Time
Go Tell it to the Mountain
Going to Meet the Man
Nobody Knows My Name
Notes of a Native Son
Bancroft, F. Slave-trading in the Old South
Baruch, D. Glass House of Prejudice
Bleeker, S. The Cherokee; Indians of the Mountains
Bontemps, A. American Negro Poetry
100 Years of Negro Freedom
Boorstin, D. The Americans: The Colonial Experience
An American Primer
Bosworth, A. America's Concentration Camps
Bridenbaugh, C. Cities in the Wilderness
Brink, W. Black and White
The Negro Revolution in America
Brown, F. ed. One America
Bruckberger, R. Image of America
Carmichael, S. Black Power
Carter, H. The Angry Scar
Cash, W. The Mind of the South
Cavanah, F. We Came to America
Chalmers, D. Hooded Americanism
Chase, G. America's Music
Clark, M. Health in the Mexican-American Culture

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VI. Suggested Resources Cont'd

Cluckholm, C. Mirror for Man
Cohen, L. The American Negro
Commanger, H. Crusaders for Freedom
The Heritage of America
Dorvillier, W. Workshop U. S. A.: The Challenge of Puerto Rico
Douglas, W. An Almanac of Liberty
Durham, P. Adventures of the Negro Cowboys
Fadiman, C. American Treasury
Faulkner, H. The Quest for Social Justice, 1898-1914 (A History of American Life, Ser. V XI)
Femi, L. Illustrious Immigrants
Fishel, L. The Negro American
Franklin, J. From Slavery to Freedom
Fuller, E. Successful Calamity
Glazer, N. American Judaism
Golden, H. Ess, Ess, Mein Kindt
Mr. Kennedy and the Negro
So What Else Is New
Goldman, E. Rendezvous with Destiny
Goldston, R. The Negro Revolution
Gordon, M. Assimilation in American Life
Griffin, J. Black Like Me
Griffith, B. American Me
Handlin, O. The Uprooted
Hoff, R. (comp.) America's Immigrants
Hostetler, J. Amish Society
Hughes, L. Book of Negro Folklore
Isaacs, H. The New World of Negro Americans
Jones, L. Black Music
Kennedy, J. F. A Nation of Immigrants
Kennedy, R. F. Rights for Americans
Konvitz, M. Expanding Liberties
Leopoldo, Z. The Latin-American Mind
Link, A. American Epoch
Logan, R. The American Negro
McWilliams, C. Brothers Under the Skin
North from Mexico
May, E. The Wasted Americans
Meier, A. Negro Thought in America: 1880-1915
Meneken, H. American Language
The American Scene
Minority Report

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VI. Suggested Resources Cont'd

N. Y. City Bd. of Ed. The Negro in American Life (Pamphlet)
O'Conner, R. The German-American
Potter, D. People of Plenty
Redding, S. The Lonesome Road
Ross, L. The Education of H*Y*M*A*N K*A*P*L*A*N
Saunders, L. Cultural Differences and Medical Care
Schermerhorn, R. These Are Our People
Shippen, K. Passage to America
Simpson, H. The Changing American Population
Singleton, E. Dutch New York
Spear, A. Black Chicago
Spiller, R. Literary History of the United States
Stampp, K. The Peculiar Institution
Steinbeck, J. America and the Americans
    Travels With Charlie
Toffler, A. The Culture Consumers
U. S. Commission on Civil Rights A Time to Listen -- A Time to Act (pamphlet)
Wade, R. The Negro in American Life
Warburg, J. Reveille for Rebels
Watts Writer's Workshop. From the Ashes: Voices of Watts
White, L. 300,000 New Americans
Woods, F. Cultural Values of American Ethnic Groups
Wright, R. 12 Million Black Voices

NOTE - Essay and General Literature Index and Readers Guide
Excellent guide to essays, articles and other sections or books with material pertaining to the unit

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VI. Suggested Resources (Cont'd)

[illegible]. Non-fiction - Biography

Adams, R. Great Negroes, Past and Present
Anderson, M. My Lord, What a Morning
Antin, M. The Promised Land
Berra, Y. Yogi; The Autobiography of a Professional Baseball Player
Bontemps, A. Famous Negro Athletes
Borland, H. High Wide and Lonesome
Brown, C. Manchild in the Promised Land
Brown, V. Proudly We Hail
Burt, O. Brigham Young
Davis, S. Yes, I Can
Eaton, J. Narcissa Whitman
Trumpeter's Tale: The Story of Young Louis Armstrong
Franklin, B. The Autobiography of Benjamin Franklin
Garlin, H. A Son of the Middle Border
Graham, S. Dr. George Washington Carver
Harlow, A. Joel Chandler Harris, Plantation Storyteller
Holt, R. Mary McLeod Bethune
Jacobs, H. We Game Rejoicing
Joy, A. The Queen of the Shakers
Kennedy, J. Profiles in Courage
Kugelmass, J. Ralph J. Bunche: Fighter for Peace
Lardner, R. Ten Heroes of the Twenties
Lee, I. Negro Medal of Honor Men
Malcolm X. The Autobiography of Malcolm X
Morgan, E. Puritan Dilemma: The Story of John Winthrop
Pandover, S. The Genius of America
Papashvily, G. Anything Can Happen
Peare, C. John Woolman: Child of Light
Petry, A. Harriet Tubman, Conductor of the Underground Railroad
Reinfeld, F. Great Dissenters
Sandburg, C. Always the Young Strangers
Rizk, S. Syrian Yankee
Seventeen (Periodical). In My Opinion: The Seventeen Book of Very Important People
Smith, B. Captain John Smith, His Life and Legend
Spencer, S. Booker T. Washington and Negro's Place in American Life
Unwritten History of Slavery: Autobiographical Accounts of Negro Ex Slaves
Washington, B. T. Up From Slavery

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VI. Suggested Resources (cont'd)

3. Fiction

Albee, E.	The American Dream (play)
Aleichem, S.	Selected Stories of Sholom Aleichem
Anderson, S.	Dark Laughter
Barrett, W.	The Lilies of the Field
Benasutti, M.	No Steady Job for Papa
Bjorn, T.	Papa's Wife
Bonham, F.	Durango Street
Bojer, J.	The Emigrants
Brelis, D.	My New Found Land
Buck, P.	Kinfolk
Caldwell, E.	Tobacco Road
Carr, H.	Borghild of Brooklyn
Cather, W.	My Antonia
	O Pioneers !
Cormack, M.	Swamp Boy
Davis, J.	A Valley and a Song
Dutton, M.	Thorpe
Dykeman, W.	The Far Family
Edmons, W.	Drums Along the Mohawk
Ferber, E.	Showboat
Garland, H.	Main-travelled Roads
Graves, R.	Sergeant Lamb's America
Guthrie, A.	The Big Sky
Hansberry, L.	A Raisin in the Sun (play)
Hobson, L.	First Papers
Humphrey, W.	The Ordways
Jackson, H.	Ramona
Lee, H.	To Kill a Mockingbird
Malkus, A.	Colt of Destiny
Mather, M.	One Summer in Between
Page, E.	The Tree of Liberty
Richter, C.	The Town
	The Fields
	The Trees
Sandoz, M.	The Horsecatcher
Steinbeck, J.	Grapes of Wrath
	The Short Novels of John Steinbeck
Stowe, H.	Uncle Tom's Cabin
Stuart, J.	Plowshare in Heaven
Wilder, T.	The Eighth Day
Williamson, J.	And Forever Free

VI. Suggested Resources (cont'd)

4. Reference Sources

Adams, J. Dictionary of American History
American Heritage (Periodical)
The American Negro: His History and Literature
Arno Pr. and The N. Y. Times. (45 vols.)
Carruth, G. ed Encyclopedia of American Facts and Dates
Dictionary of American Biography
Essay and General Literature Index
Morris, R. Encyclopedia of American History
Reader's Guide To Periodical Literature

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VI. B. FILMS

Alaska: U. S. A.
America: The Melting Pot . . . . . Our Immigrant Heritage
Equality Under Law: The Lost Generation of Prince Edward County
Family of Ghana
Folk Songs of America's History
Freedom Movement (1877 - Today)
Golden Twenties
Hawaii - The Fiftieth State
Hawaii - The Island State
Immigration in America's History
Innocent Years, The
Jazz Age, The
Life in the Thirties
Loon's Necklace
Mexico, Part I - Northern and Southern Regions
Negro America
1898
1964
Out of Slavery: 1619 - 1860
Peoples of Africa, The
Stephen Foster and His Songs
Story of Dr. Carver
Washington, Booker T.
What About Prejudice?
Who Are the People of America?

*Films available in County Library

VI. B. RECOMMENDED RENTAL FILMS

America and the Americans
American Folk Art
American Image (through artists)
American Music: From Folk to Jazz and Pop
Brotherhood of Man
Exiles, The (Indians)
Folk Music in the Concert Hall
House on Cedar Hill
Immigration
Inheritance, The
Island Called Ellis
Nanook of the North
Our Immigrant Heritage
Princess in the Tower
Que Puerto Rico
Quiet One, The
Spud's Summer: Interracial Understanding
That's Me
Toymaker, The
Weapons of Gordon Parks
What is American Music?
Vision Quest

*Free Films - Check the Educators Guide to Free Social Studies Materials by Educators Progress Service, Randolph, Wisconsin

AMERICAN PEOPLE

VI. C. FILMSTRIPS

Africa: Developing Continent - Bailey Films Inc. (5 filmstrips)
Africa, The Land of Developing Countries - Society for Visual Education
Alaska (5 filmstrips) - Ency. Brit. I
Alaska: Frontier State (4 filmstrips) - Ency. Brit. Films
Alaska, Our Northernmost State - S.U.E.
America The Beautiful - S.U.E.
American Architecture - Early
American Architecture - Modern
American Decades: The Sixties - Filmstrip House
American Spectator - S.U.E.
America's Cultural Revolution - N. Y. Times - Feb. 1966
Caribbean: Puerto Rico (4 filmstrips) Imperial Film Co.
Celebrating Christmas - Eyegate House
Changing Americans - N. Y. Times - Feb. 1955
Current Problems in the U. S. - Key Productions
   3712 - American Negro - The Quest for Equality
   3730 - Puerto Rico - A Study in Development
Exploding the Myths of Prejudice - WASP Filmstrips
   Part I, Part II.
Faces of Freedom - John Hancock Mutual Life Ins. Co.
Ghettos of America - WASP
Harlem, New York - Filmstrip House
Hawaii - Ency. Brit. I. - (8 filmstrips)
Hawaii: Our Island State - S.U.E.
Hawaii: Our Island State - Ency. Brit. Films (4 filmstrips)
History of the American Negro - McGraw Hill - (8 filmstrips)
How We Get Our Christmas Customs - S.U.E.
Intergration Issue - N. Y. Times - Nov. 1959
Leading American Negroes - S.U.E.
   1. Mary McLeod Bethune
   2. George Washington Carver
   3. Benjamin Banneker
   4. Robert Smalls
   5. Frederick A. Douglass
   6. Harriet Tubman
Midcentury America - Filmstrip House
Minorities Have Made America Great - WASP
   Italians   Jews
   Germans   Negroes I
   Irish   Negroes II
Momentous Decade: The Fifties - N. Y. Times F. S. - Nov. 1960
New States: Alaska and Hawaii - N. Y. Times April 1960
Next 20 Years - N. Y. Times - May 1966
180,000,000 Americans - N. Y. Times - Oct. 1961

VI. C. FILMSTRIPS (cont'd)

Our American Heritage of Folk Music I and II - S.U.E.
Our Country Series (3 filmstrips) - Long Filmslide Service
Our Cultural Heritage - Filmstrip House
Our European Roots - Filmstrip House
People of the Hills - S.U.E.
Population Explosion - N. Y. Times - March 1967
Story of American Indian - Yale Univ. Press
Story of American Painting - Yale Univ. Press
Story of American Sport - Yale Univ. Press
Story of Hanukkah and Christmas - S.U.E.
Struggle for Human Rights - Filmstrip House
They Have Overcome - WASP
  Dr. James Comer
  Dr. Dorothy Brown
  Claude Brown
  Gordon Parks
War against Poverty - N. Y. Times - March 1966
Where People Live and Work - S.U.E.
World Believes, The - S.U.E.

AMERICAN PEOPLE

VI. D. RECORDS

Africa, West - Chant - Ella Jenkins Sings
Afro - Cuban - "Bobalu" - Xavier Cugot and Orchestra
Alabama Bound - Pete Seeger Sings
American Favorite Ballads - Pete Seeger Sings - Vol. I
Appalachian Spring Ballet Suite - Copland, Aaron
Bess, You Is My Women - Gershwin, George
Beyond the Reef - Hawaiian Song
Billy the Kid - Copland, Aaron - Complete Ballet Suite - Phila. Orch.
Black Girl - Pete Seeger Sings
Buckeroo Holiday - Copland, Aaron - from "Rodeo Ballet Suite"
Camptown Races - Foster, Steven - Mitch Miller
Crowded Song - Harry Belafonte
Dagger Dance - Indian Music - Herbert, Victor
Deep River - Spiritual - Robert Shaw Chorole
Drums, African - Cannonball Adderley
Dutch Couples Dance
El Salon Mexico - Copland, Aaron
Folk Songs for Orchestra - Liodow, Anatol
Folk Songs of Four Continents
Folk Songs of the Frontier - Robert Wagner Chorale
Folk Songs of the New World - Robert Wagner Chorale
Hawaiian Music
Indian Dance - Instructions
Indian Suite - Mc Dowell, Edward
Indians - Creative Rhythms
Indians, American
Indians Deer Dance - Oregon Indians
Irish Washerwomen - Irish Jig
Israeli Folk Song - Pete Seeger Sings
Juba Dance - Dett, Nathaniel
Kaulana O Hilo Hanakahi - Hawaiian Song
Louisiana Folk Song - Pete Seeger Sings
Mac Namara's Band - Square Dance
Mexican Hand Clapping Song
Mexican Hat Dance - Xavier Cugot
Minuet, American - Folk Dances
Molly Malone - Dance, Sing and Listen
Nobody Knows The Trouble I've Seen - Spiritual - Fred Waring
Old Black Joe - Story and Music
Old Folks At Home - Montovani
Polkas - "Helena" - "Beer Barrel" etc.
Pops Polka - Mason - Fiedler and Pops
Sidewalks of New York - Fiedler and Boston
Spirituals - Anderson, Marian

VI. D. RECORDS (Cont'd)

West Side Story - Bernstein, Leonard
What is Jazz? - Bernstein, Leonard
Where in the World But America? - Fred Waring
Yankee Doodle Square Dance